Public Instruction in Bengal, general report, 1902-03 to 1908-09 (Except 1906-07)

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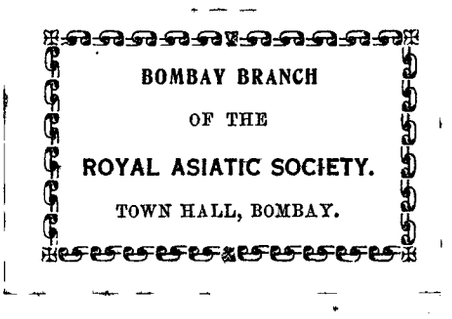

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GENERAL REPORT

BY ORDER OF THE LIEUTENANT GOVERNOR OF BENGAL. * FORWARDED
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PUBLIC INSTRUCTION IN BENGAL

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FOR

1902-1903. to 1908-09

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(Except 1906-07)

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL.

1902-1903.

CHAPTER I.—INTRODUCTORY.

THIS report has been drawn up in accordance with instructions from Government of India conveyed in the Home Department No. 2741, dated the 26th March 1901 and each Chapter of the Report has been independently paragraphed.

2. The most remarkable features of the year under review have been: (1) the practical introduction of the new scheme of vernacular education in Primary and Secondary Schools, for which books on modern lines have been written and approved; (2) the introduction of improvements and reforms in several sections of educational work, viz., "Direction," by the appointment of an Assistant Director of Public Instruction, "Inspection," by the appointment of a large number of additional Sub-Inspectors of Schools, "Primary Education," by an extra expenditure which amounts to about five lakhs, and by a change of method of aid from payment by results to a stipendiary system modified by the results of systematic inspection, "Female Education," by the opening of model girls' schools in various districts, "Training of Male and Female Teachers" and "Extension of Zenana Education," and (3) the establishment of Continuation schools as an experimental measure, in the Presidency Division, &c. Impecunious Primary Schools have been supplied with Teachers' manuals prepared on the lines indicated in the Government Resolution No. 1, dated 1st January 1901, Kindergarten appliances, furniture, &c., the cost being met from public funds. To carry out these various reforms, the Government of India sanctioned, during the year, an extra grant of Rs. 10,00,000. The arrangements made to meet these new requirements and the effects of the steps taken towards carrying out these reforms will be noticed in the different chapters to which they relate.

CHAPTER II.—GENERAL SUMMARY.

1. *General Statistics of Institutions and Pupils.*—The following table summarises the statistics of all classes of educational institutions for the past two years:—

CLASS OF INSTITUTION.	1901-1902.		1902-1903.		AVERAGE NUMBER OF PUPILS PER SCHOOL.	
	Schools.	Pupils.	Schools.	Pupils.	1901-1902.	1902-1903.
PUBLIC INSTITUTIONS—						
University ... ... Arts Colleges	44	8,150	45	8,030	185·2	178·4
Secondary (for males) { High English Schools	535	122,271	554	121,022	228·5	218·4
Secondary (for males) { Middle " "	946	69,377	980	72,052	73·3	73·5
Secondary (for males) { " Vernacular "	970	53,344	930	51,073	55	54·9
Primary (for males) ... { Upper Primary "	4,310	182,913	4,554	195,564	42·4	42·9
Primary (for males) ... { Lower " "	41,612	1,029,443	42,870	1,[illegible]162	24·7	25·4
Special (including Madrasahs and institutions for professional training).	654	19,199	743	[illegible]045	29·3	28·3
Female (Secondary and Primary)	2,723	63,325	3,478	[illegible],852	23·2	22·4
Total ...	51,794	1,548,022	54,154	1,637,800	29·8	30·2
PRIVATE INSTITUTIONS—						
(1) Advanced, teaching { (a) Arabic or Persian ...	1,142	16,737	1,187	17,122	14·6	14·4
(1) Advanced, teaching { (b) Sanskrit	1,160	9,917	1,010	9,106	8·5	9·0
(2) Elementary, teaching a Vernacular only or mainly.	3,869	36,055	3,267	29,992	9·3	9·1
(3) Elementary, teaching the Koran only ...	3,667	53,099	3,834	55,976	14·4	14·6
(4) Other schools not conforming to departmental standards.	160	3,831	177	4,659	23·9	26·3
Total ...	9,998	119,639	9,475	116,855	11·9	12·3
GRAND TOTAL ...	61,792	1,667,661	63,629	1,754,655	26·9	27·

GENERAL SUMMARY.

2. The total number of institutions increased by 1,837, or by 2·9 per cent., and the total number of pupils by 86,994, or by 5·2 per cent. This is fairly satisfactory, as it indicates that the period under review has been one of steady expansion while at the same time the existing schools have well maintained their strength and position, except perhaps in the case of schools for girls and in Colleges, High Schools for boys and in special schools where there has been a slight diminution in the strength of institutions.

3. Under Public Institutions, the number of Arts Colleges increased by one, but their average strength was much reduced. High English schools increased by 19, but their attendance has shown a decrease of 1,249. In this direction the figures appear to indicate that numerical development has been arrested to some extent. This cannot be much regretted as it is perhaps not too much to say that the rapid multiplication of High schools in recent years without any sufficient attention having been paid to the quality of such schools or to the nature of the teachers employed, has been rather a source of danger than of strength. Middle English schools increased by 34, and their attendance by 2,675. The average roll number also increased, though but slightly, by 0·2, while, on the other hand, Middle Vernacular schools decreased by 40 and their attendance by 2,271 pupils.

4. The new scheme of Vernacular Education, under which the system of teaching of all subjects through the medium of English in the lowest classes in all types of schools is now discontinued, [though English can be taught as a second language from about the age of nine (9) years in all High and Middle schools,] appears to have rendered Middle Vernacular schools less popular even than they were formerly. They are slowly but surely being converted into Middle English schools, and they in their turn are being developed into High English schools.

5. Primary schools, both Upper and Lower, taken together, increased from 45,922 to 47,424, or by 3·3 per cent., and their attendance from 1,212,356 to 1,286,726, or by 6·1 per cent. This increase does not appear to be altogether commensurate with the large additional assignment of about 5 lakhs of rupees sanctioned for the purposes of Primary education during the year under review. It is, however, perhaps too soon to expect any equivalent return in the shape improved statistics for the increased outlay.

6. Special schools increased by 89 and their attendance by 1,846 only. Funds have been sanctioned during the year under report for starting and maintaining Training schools for Primary school teachers in each subdivision of the Province, and in addition, provision has been made for opening Training classes for Native mistresses in connection with some High schools under public and private management. The difficulty that has, however, been experienced in obtaining the services of sufficiently competent teachers on the pay offered and other causes of delay have prevented the scheme from being developed with the rapidity that was anticipated. The development of the schools already started and the multiplication of such institutions are, however, receiving careful attention.

7. Schools for the general education of females increased by 755, or by 27·6 per cent., and their attendance by 14,527, or by 22·9 per cent. This result is due partly to the starting of Model Primary schools for girls, and partly to other reforms introduced in this section of work, for which funds have been allotted.

8. Private institutions decreased by 523 and their pupils by 2,784. The loss in this class of institutions is not to be regretted, as it is mainly due to very elementary schools adopting departmental standards and thus becoming absorbed into the departmental system.

9. Comparing the increase and decrease in the total number of institutions, both public and private, and in that of the pupils attending them during the last ten years, it is found that during this period there was a loss of 2,975 schools, but a gain of 219,599 pupils, which is but a result of the consolidation of the primary system.

10. *Proportion of Schools to Villages.*—General Table I, appended to the report, shows that there were, during the year under report, altogether 63,629 schools, of which 54,154 were public institutions and 9,475 private institutions for 215,467 villages including 186 towns. There was, thus, one public institution

for nearly every four villages, the number of villages for one school of both the classes, public and private being 3·39. The decreased number of villages per school, compared with the figures of the previous year, is a sure indication of educational progress.

11. *Proportion of scholars to estimated Population of School-going age.*—This table also shows the ratio which the total number of scholars (male and female) bears to the total male and female population of school-going age, the population of school-going age being taken, as usual, at 15 per cent of the total number. It shows that the proportion of male, female and total scholars to the population of school-going age (male, female and total) has decidedly increased—the first increasing from 27·1 to 28·25, the second from 1·8 to 2·26, and the third from 14·5 to 15·25. The increase in the proportion of female pupils is a specially hopeful sign.

12. *Schools according to Management.*—The schools managed by Government increased from 140 in 1901-1902 to 162 in 1902-1903, but the number of pupils decreased slightly. The increase in the number of schools by 22 does not show that all these schools (excepting one, viz., the Darbhanga High School which was taken over as a Government school during the year under report) have been started with teachers of pensionable service. These are Primary schools and Training schools for Primary school teachers—all aided, but shown as schools managed by Government, simply because of their being retained under the direct control of the Department. The schools managed by District and Municipal Boards also increased by five, Secondary and Primary schools increasing by two each and one so-called Art school with 3 pupils teaching weaving having been taken over under the management of the District Board at Jessore. A detailed notice of the increase or decrease of schools under private management, viz., aided and unaided schools and schools in Native States and private institutions and of their pupils will be given later on in the several chapters dealing with different classes of schools.

13. The following table shows the number of pupils of different creeds and their proportions to the total number of pupils in public and private institutions:—

Race or Religion.	1901-1902.		1902-1903.	
	Number.	Percentage to total number.	Number.	Percentage to total number.
Europeans and Eurasians	8,029	·48	7,996	·45
Native Christians	16,601	1·00	17,369	·99
Hindus { Brahmans ...	185,643	...	199,103	...
Hindus { Non-Brahmans ...	962,213	...	1,003,834	...
Total Hindus ...	1,147,856	68·83	1,202,937	68·55
Muhammadans	462,674	27·74	489,615	27·91
Miscellaneous—				
Buddhists	4,458	...	4,824	...
Parsis	104	...	85	...
Others	27,939	...	31,829	...
Total of Miscellaneous Religions	32,501	1·95	36,738	2·0
GRAND TOTAL ...	1,667,661	100·00	1,754,655	100·00

14. The percentages of pupils of different creeds in public institutions show an increase under all the heads except "Europeans and Eurasians" which exhibits a decrease by ·4 per cent. Native Christians increased by 5·6 per cent., Hindus by 5·4 per cent. [illegible] by 6·4 per cent., and others by 12·6 per cent. In private institutions Christians and Hindus decreased by 17·4 and 11·0 per cent. respectively, while Muhammadans and "Others" increased by 2·6 and [illegible] respectively.

GENERAL SUMMARY.

The total number of pupils in public institutions increased by 5·8 per cent., while in the private institutions they decreased by 2·3 per cent.

15. *General statistics of expenditure.*—The following table gives the total expenditure on education classified according to sources, and shows the percentage which the expenditure from each source bears to the total expenditure:—

Source from which expenditure on education is met.	1901-1902.		1902-1903.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
	Rs.		Rs.	
Provincial Revenues	24,54,517	20·0	29,23,687	21·6
District Funds	12,72,291	10·4	16,87,891	12·4
Municipal „	98,154	·8	1,05,149	·8
Fees	56,13,436	45·9	57,68,328	42·6
All other sources	28,12,077	22·9	30,61,728	22·6
Total ...	1,22,50,475	100·0	1,35,46,783	100·0

16. The expenditure incurred from Provincial and District Funds shows a considerable increase. This is due to the additional grants sanctioned during the year for educational reforms. The percentage of expenditure from Municipal Funds has remained stationary from 1899. In the year 1901-1902, the Municipal Fund expenditure on Primary education was 2·5 per cent. of the aggregate ordinary income of the municipalities in Bengal, though a minimum standard of 3·2 per cent. has been prescribed by Government. It is to be regretted that some of the rich municipalities do not make a more generous provision under this head in view of the increasing claims of Primary education upon their resources. The decrease in the percentage of receipts from fees is due to the fact that the increased total expenditure took place largely under the head of increasing the pay of the Primary school teachers and of subsidizing Female education and Training schools, and in the last two items no strict rules for the levy of fees can be enforced.

17. The following table compares the net expenditure on education according to heads of charges for the last two years:—

Heads of Charge.	1901-1902.				1902-1903.			
	Net expenditure after deducting receipts.			Total Expenditure.	Net expenditure after deducting receipts.			Total Expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	2,06,298	...	...	...	2,26,543
Collegiate	5,26,902	...	588	12,08,236	5,72,960	...	...	12,48,894
Secondary (*a*) ...	3,94,738	2,21,441	15,994	37,96,238	4,18,423	2,21,603	16,361	39,49,024
Primary (*b*)	1,20,487	5,82,811	54,906	30,56,309	1,64,889	9,26,875	59,440	34,77,209
Female (*c*)	1,65,679	39,759	10,211	7,44,769	1,89,736	65,464	10,708	7,93,007
Special	3,18,291	21,705	3,867	6,05,527	3,41,704	22,570	4,149	6,58,771
Scholarship	1,65,535	30,539	452	2,25,763	1,91,152	31,176	852	2,57,134
Buildings	2,15,903	4,688	3,677	5,62,190	4,13,544	10,616	4,086	9,30,889
Furniture	41,884	4,651	631	1,04,267	1,17,960	16,910	1,815	2,02,821
Miscellaneous ...	78,928	63,675	4,346	10,03,828	96,614	83,123	3,569	10,67,675
Superintendence ...	4,26,170	3,02,992	3,482	7,37,050	4,16,705	3,09,554	4,169	7,34,816
Total ...	24,54,517	12,72,291	98,154	1,22,50,475	29,23,687	16,87,391	1,05,149	1,35,46,783
	38,24,962				47,16,727			

(*a*) Secondary schools for boys.
(*b*) Primary schools for boys.
(*c*) Secondary and Primary schools for girls.

18. The [illegible] from Provincial Revenues on collegiate education increased by [illegible] 8·7 per cent., while the total expenditure increased by 3·3 per [illegible] fund expenditure on secondary education for males increased by [illegible] the total expenditure increasing by 4·0 per cent. The expend[illegible] different public funds on Primary schools for males shows an inc[illegible] r cent., while the total expenditure from all sources

increased by 13·7 per cent. The percentage of public fund expenditure on Secondary and Primary schools for females increased by 23·3, though the total expenditure from all sources shows but a very small percentage of increase. Under the heads "Buildings and Furniture" the expenditure from public funds considerably increased, owing partly to the charges incurred for the construction of buildings for Subdivisional Training schools for Primary school teachers, and partly to the initial cost for carrying out reforms in connection with female education (General and Special) and with Technical Institutions. The miscellaneous expenditure increased under all the heads except the Municipal Funds. The expenditure from Provincial Revenues under the head "Superintendence" (Direction and Inspection) decreased by 2·2 per cent.

19. *Average cost of Educating each pupil.*—The following table compares the average annual cost of educating each pupil in the different classes of public institutions for the last two years according to the sources of expenditure:—

Class of Institutions.	1901-1902.				1902-1903.			
	Provincial revenues.	District and Municipal Funds.	Private Fund.	Total.	Provincial revenues.	District and Municipal Funds.	Private Fund.	Total.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Arts Colleges ...	25 11 9	0 1 1	71 2 7	96 15 5	29 13 9	.....	69 3 3	99 1 0
Professional Colleges	127 1 7	.....	31 11 2	158 12 9	128 6 11	.....	40 4 6	168 11 5
Secondary Schools	2 0 9	0 14 5	14 0 10	17 0 0	2 4 0	0 15 9	14 14 11	18 2 8
Primary Schools ...	0 1 9	0 8 6	1 14 6	2 8 9	0 2 11	0 13 7	2 0 5	3 0 11
Training Schools ...	70 9 7	0 3 2	35 1 7	105 14 4	61 2 10	0 5 1	33 10 3	95 2 2
Other Special Schools	14 11 6	0 2 9	13 14 9	28 13 0	15 5 8	1 9 4	14 9 11	31 8 11

20. The averages shown above relate to the public institutions for Indian and European males and females. In comparison with the preceding year, the total average cost of educating each pupil, as well as average cost to Provincial Revenues increased under all the heads, excepting Training schools. The increased average cost to District and Municipal Funds for the education of each pupil in Special schools (other than Training schools), is satisfactory. But District Boards and Municipalities should, however, increase their contributions still more considerably for the furtherance of technical education in their respective areas.

21. An appended statement (Appendix I) shows the statistics and the average cost of education in Secondary and Primary schools for Indian pupils. In High schools, the total annual cost ranges on an average from Rs. 6-7-11 in aided schools to Rs. 35-5-6 in Government schools, the cost to public funds ranging from Rs. 2-2-10 to Rs. 12-4-1 respectively. In Middle English schools, the cost to public funds ranges from Rs. 2-15-10 in aided schools to Rs. 16-2-1 in Government schools. In Middle Vernacular schools, the average annual cost to Government ranges from Rs. 2-9-4 in aided schools to Rs. 6-1-4 in Government schools. The total annual cost of educating each pupil was Rs. 3-11-7 in Upper Primary schools and Rs. 2-12-6 in Lower Primary schools.

22. In comparison with the previous year, the monthly average attendance slightly decreased in High schools; but it was stationary in Middle schools, and it slightly improved in Primary schools.

23. The variations in the result of the University Examinations for the last six years are given in the table below:—

Examinations.	1897-98.		1898-99.		1899-1900.		1900-1901.		1901-1902.		1902-1903.	
	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.	Number passed.	Percentage of success.
Entrance	2,721	56	2,979	60·7	3,199	62	2,812	55·6	2,867	50·3	2,684	46·0
First Arts	1,280	46	1,084	37·8	1,142	37	1,039	31·5	1,370	37·6	1,162	31·5
Bachelor of Arts ...	370	24	416	25·4	461	27	329	18·9	439	22·7	370	20·0
Bachelor of Science	...	...	...	...	...	...	...	...	2	16·7	8	42·1
Bachelor of Law ...	239	51	206	45·7	102	22	160	29	213	37·4	337	50·8
Master of Arts ...	83	48	63	38·8	92	44	91	41	68	44·4	70	36·8

GENERAL SUMMARY.

24. The percentages of success in the results of all the University Examinations continue to fluctuate. The results of the Entrance Examination have been steadily deteriorating since 1900-1901. The B. Sc. and the B.L. Examination only showed improved results during the year under report. The percentage of passes at the M.A. Examination for 1902-1903 was much inferior to the results in the previous years.

25. *Expenditure on Scholarships.*—The following table classifies the expenditure on scholarships for the last two years according to sources and to the class of institutions in which they were held:—

Class of Institutions.	1901-1902.			1902-1903.		
	Public Funds.	Private Funds.	Percentage of total expenditure.	Public Funds.	Private Funds.	Percentage of total expenditurs.
	Rs.	Rs.		Rs.	Rs.	
Arts Colleges	87,315	15,928	·84	86,032	18,040	·77
Medical Institutions	5,726	5,722	·09	16,882	7,032	·17
Secondary schools	79,053	3,827	·68	78,738	4,556	·61
Primary schools	14,336	669	·12	15,247	871	
Special schools (including Technical Institutions)	10,096	3,091	·11	26,281	3,455	·22
Total ...	1,96,526	29,237	1·84	2,23,180	33,954	1·89

26. The percentage of cost of the scholarships held in Medical Institutions, including Special and Technical Institutions, shows considerable increase during the year under report. It was stationary in Primary schools, and decreased, but slightly, in Arts Colleges and Secondary schools.

27. Appendix II shows all the districts in the Province of Bengal in order of precedence, according to the proportion which the number of boys actually at school bears to the number of boys of school-going age. The district of Hooghly occupies the first place as in the previous year. The district of Midnapore which was second in the previous year, lost three places during the last year, its place having been occupied by Noakhali which was fifth in the list of the previous year. The Orissa Tributary Mahals show some increase in the percentage, though that district occupies the last place as before.

28. Appendix III shows the number of pupils in the different classes of institutions, division by division, for the last two years. Comparing the figures of the two years, the Burdwan Division lost some pupils, and there was a loss of some pupils in the Colleges in Calcutta.

CHAPTER III.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

1. *Direction.*—Mr. Slater was in charge of the Department up to 23rd June 1902, and from the 24th June 1902, I continued to hold charge of the office of Director up to the close of the official year. I was on tour outside head-quarters for 62 days, during which I visited Educational institutions of different classes in the districts of Cuttack, Midnapore, Nadia, Hooghly, Howrah, Tippera, Chittagong, 24-Parganas, Bogra, Rangpur, Dinajpur, Jalpaiguri, Darjeeling, Backergunge, Purnea, Monghyr, Bhagalpur, Burdwan, Hazaribagh, and Patna. In Calcutta and its suburbs, I spent 6 days on the inspection of Colleges, and of schools including the Training School and the Alipore Reformatory School. Mr. Peake was appointed to the newly-created post of Assistant Director on the 26th March, 1903.

2. *Inspection.*—Bengal is divided into 9 Divisions, each Division being placed under the general control of an Inspector of Schools, who, with an Assistant Inspector, supervises primary and secondary education in his Division. The Rajshahi, Chittagong, and Orissa Divisions only have no Assistant Inspectors. There is a special Inspector for European Schools, while Female education is partly supervised by an Inspectress of Schools, but is also controlled by the Divisional Inspectors. In each district there is, as a rule, one Deputy Inspector of Schools, who is the chief Executive officer of the Department in his district. Below the Deputy Inspector are (1) the Sub-Inspectors, and (2) the Guru-Instructors.

CONTROLLING AGENCIES.

3. Under rules recently sanctioned by Government for the guidance of all inspecting officers, Inspectors of Schools are directly responsible for High Schools, Deputy Inspectors for Middle Schools and Sub-Inspectors for Primary Schools.

4. District and Sub-Divisional officers are also required by Government to inspect schools when on tour in their districts.

5. *Divisional Inspectors.*—*Burdwan Division.*—Rai Radha Nath Ray Bahadur was in charge of the Burdwan Division throughout the year.

Presidency Division—Comprising all the Districts in the Division, and the town of Calcutta, was under the charge of Mr. P. Mukerjee, B. Sc. throughout the year. As *ex-officio* Secretary to the Central Text Book Committee he had to devote much of his time and attention to the consideration of the numerous school books submitted to that Committee, and also of the text books written under the new Scheme of Vernacular Education.

Rajshahi Division.—Mr. Hallward, M.A., was in charge throughout the year. He spent 2 days in Kuch Bihar with special permission to visit some schools in that State.

Dacca Division.—Babu Mathura Nath Chatterjee, M.A., was in charge for nine months and Maulvi Abdul Karim, B.A., for three months, from 16th April 1902, during the absence, on privilege leave, of the permanent incumbent.

Chittagong Division.—Maulvi Mahammad Ibrahim, B.A., was in charge from the 1st April 1902 to 16th March 1903. Babu Kumud Bandhu Basu, Assistant Inspector of Schools, Burdwan Division, officiated as Inspector of Schools, Chittagong Division, for the last 15 days of the year when Maulvi Mahammad Ibrahim, B.A., was absent on privilege leave.

Patna Division.—Mr. C. W. Peake, M.A., was in charge from the beginning of the official year to the 18th June 1902. Babu Baladev Ram Jha, B.A., Officiating Assistant Inspector of Schools, was in charge till the 24th June 1902 and Babu Haridas Banerjee, M.A., the Assistant Inspector of Schools, from the 25th June 1902, to the forenoon of the 11th August 1902, both in addition to their own duties. Mr. M. E. DuS. Prothero, M.A., the permanent incumbent resumed charge of his duties on the 11th August 1902, and worked till the end of the official year.

Bhagalpur Division.—Dr. P. Chatterjee, B.A., D. Sc. was in charge throughout the year.

Orissa Division—Comprising the Orissa Division and the Orissa Tributary Mahals was under the charge of Babu Jagat Bandhu Laha, M.A., till the 8th August 1902, when he retired from service. Mr. Herbert A. Stark, B.A., was appointed in his place and worked till the end of the year.

Chota Nagpur Division.—Mr. E. R. T. Tiery, B.A., was in charge of the Division up to the 19th April 1902, when he retired. Babu Brajendra Kumar Guha, B A., Assistant Inspector of Schools of the Division, was in charge of the office in addition to his own duties up to the 2nd May 1902, when Mr. M. Ghose, B.A., was appointed. This officer remained in charge of the Division till the end of the official year.

Mr. H. A. Bamford was Inspector of European Schools throughout the year. He spent 50 days on tour and paid 150 visits to schools.

Mrs. Moorat was Inspectress of Girls' Schools throughout the year. She was 79 days on tour and examined 122 schools in the districts of Howrah, 24-Parganas, Hooghly, Burdwan, Midnapore, Dinajpur, Jessore, Jalpaiguri, Darjeeling and Sonthal Parganas.

6. *Assistant Inspectors.*—The number of Assistant Inspectors of Schools was 6 in the year under review against the same number in the previous year. These officers are attached to the Divisions of Burdwan, Presidency, Dacca, Patna, Bhagalpur, and Chota Nagpur. Some changes among the officers holding these posts occurred in all the Divisions during the year under report.

7. *Deputy Inspectors.*—Each district (excepting Darjeeling, Chittagong Hill Tracts, Angul and Orissa Tributary Mahals) is under the charge of a Deputy Inspector. In each of the districts of Burdwan, Midnapore, 24-Parganas, Dacca, Mymensingh, and Faridpur, where the number of Secondary Schools is very large, there is an Additional Deputy Inspector to assist the Deputy Inspector in the inspection work. The town of Calcutta has a Deputy Inspector of its own, and in the district of Sonthal Parganas a Special Deputy Inspector has been

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appointed for the inspection and improvement of the schools intended for Son thals and other backward races. The total number of such officers, including the six Additional and one Special Deputy Inspectors, is 52. In all the districts, excepting Hooghly, Birbhum, 24-Parganas, Nadia, Khulna, Dinajpur, Pabna, Gaya, Saran, Darbhanga, Bhagalpur, Malda, Sonthal Parganas, and Cuttack, certain changes in the officers holding the appointment of Deputy Inspector occurred during the last official year.

The prescribed minimum of 150 days on tour was not attained in the districts of Howrah, Murshidabad, and Rajshahi. The failure has been ascribed generally to the ill-health of the officers of the districts concerned.

8. *Sub-Inspectors.*—The number of Sub-Inspectors increased from 212 in 1901-1902 to 272 owing to the appointment of new Sub-Inspectors, for which an additional grant was sanctioned by Government during the last official year. These additional Sub-Inspectors were appointed only in the second-half of the year. They are intended to strengthen the staff of Inspecting officers required to visit the primary schools to settle the amount of aid each school is entitled to. The old rule of rewards on the system of payments by results has now been abolished. The prescribed minimum of 200 days on tour was attained by the majority of the officers in all the Divisions. The cases of short work of Sub-Inspectors noticed in the several Divisional reports are detailed as follows:—

In the Burdwan Division, most of the officers attained the prescribed number of 200 days. The short work of three of the four Sub-Inspectors of Midnapore who failed to attain the prescribed minimum of 200 days has been satisfactorily explained. Moulvi Mohsin Ali, Sub-Inspector of Schools, Danton, fell short of the prescribed standard without any satisfactory explanation. In the Presidency Division most of the officers exceeded the minimum of 200 days. The two officers in Jessore whose short work was not sufficiently explained were transferred to different areas. In the Rajshahi Division, all the officers worked satisfactorily except Maulvi Zahiruddi Ahmad, Munsi Mahatapuddin Ahmad, Maulvi Ahmed Hosein and Babu Kali Krishna Das, who were very unfavourably spoken of for short work, for which they had no sufficient explanation to offer. All officers in the Dacca and Chittagong Divisions who worked throughout the year, attained the minimum of 200 days on tour. Babu Palakdhari Rai in the Patna Division and Babu Radha Krishna Sarkhel in the Bhagalpur Division, fell short of the prescribed limit of 200 days, without offering any reasonable explanation. In the Orissa Division, laxity in the discharge of duties has been noticed only in the case of Babus Bhagabati Charan Das and Radha Mohan Ghosh, Sub-Inspectors of Schools, who failed in the previous year as well as in the year under report, to attain the prescribed minimum of 200 days. Of the five Sub-Inspectors in the Orissa Tributary Mahals, Babu Hrisikesh Rautroy and Mani Charan Mahapatra were reported to be very dilatory in their work. The work done in the Chota Nagpur Division was satisfactory, and calls for no particular notice. It is hoped and expected that severe steps will be taken locally to rouse in these officers a keener sense of their duties and responsibilities.

9. It is worthy of notice that the District Board of the 24-Parganas has sanctioned, in the case of the Sub-Inspectors serving in the district who are not officers transferred from the Department, a grade system, by which the pay of such officers would rise from Rs. 50 to Rs. 75 in ten years by a biennial increment of Rs. 5, after an approved service of 5 years. It is hoped that other District Boards will follow this example, which is sure to attract a better class of officers and hence lead to a higher standard of efficiency.

10. The Sub-Inspectors commended for good work are:—

Babus Satis Chandra Mukerjee, B.A., Umes Chandra Basu, Nikunja Bihari Das Gupta, Barada Prasad Sarkar, Sris Chandra Chaudhuri, Girindra Gopal Ghosh, Kamales Chandra Banerjee, Anukul Chandra Mukerjee, Bhushan Chandra Banerjee, B.A., Krisna Chandra Banerjee, Rati Kanta Laha, Charu Chandra Banerjee, B.A., Sures Chandra Chaudhuri, Arun Chandra Ganguli, Maulvi Musharff Hussain, Babus Hari Charan Mukerjee, Priya Nath Brahmachari, B A, Satkari Sanial, Madhu Sudan Sarkar, Sures Chandra Roy, B.A., Gopal Chandra Roy, B.A., Maulvi Muhammad Wazir, Babus Kiran Chandra Banerjee, B.A., Ram Gobinda Misra, Gobinda Chandra Roy, Jogesvar Chakravarti, Akshay Kumar Sen, Harivar Mittra, Upendra Chandra Sarkar, Gobinda Chandra Banerjee, Sarat Chandra Roy, Rajani Kanto Bhattacharjee, Maulvi Muhammad Nabi Baksh, Babu Damodar Prasad Sarkar, Maulvi Mir Wahed Ali, Babus Hara Kumar Bose, Bipin Chandra Sen, Kamini Kumar Som,

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Maulvis Afta Buddin, Abdus Salam, Babus Mathura Nath Guha, Rajani Kanta Sen, Mahananda Dutta, Gobinda Chandra Ghosh, Kali Prasanna Das, Mohim Chandra Majumdar, Nil Kamal Mukerjee, Bhagaban Chandra Mukerjee, Maulvi Zakiuddin Ahmed, B.A., Babus Rames Chandra Das, B.A., Hari Har Nag, Ananda Mohan Datta, B.A., Maulvi Abdul Halim, Babus Annanda Prasad Chattopadhay, Kumudeswar Bose, Maulvi Muhammad Asad, B.A., Babus Gobinda Chandra Chakravarti, B.A., Rajani Kanta Chakravarti, B.A, Maulvi Ahmed Ulla, Babus Mangal Dayal, Ram Prasad, B.A., Kishan Sahay, Deoki Nandan Prasad, Baldeo Narayan Mahtha, B.A., Bhulawan Lal, Gauri Prasad Sinha, Jadu Prasad, B.A., Umes Chandra Lal, Achyuta Nanda, Rasik Kanta Ganguli, B.A, Brajendra Chandra Ghosh, Biseswar Ghosh, Kamala Prasad, B.A, Mr. John Nava Kishor Sarkar, Babus Jagannath Das, Srinibas Sinha, Narayan Prasad Mahanti, B.A., Sasi Bhushan Chakravarti, B.A, Ram Chandra Banerjee, Jogendra Nath Chatterjee, B.A., Hari Har Pathak.

11. The list of deserving officers seems to be unusually long in some of the Divisional Reports. It is hoped, however, that in commending the work of these officers, the Inspectors and Assistant Inspectors of Schools have required such officers to attain a really high standard of work.

12. *Guru-Instructors or Inspecting Pandits.*—The number of these officers increased from 494 to 504. The increase took place in the Presidency, Dacca, Patna, Bhagalpur, and Chota Nagpur Divisions, while their number decreased in the Rajshahi and Orissa Divisions. Great diversity of opinion exists as to the value of the work of this class of officers.

13. *District Boards.*—The Local Self-Government Act is in operation in all the districts except Sonthal Parganas, Singbhum, Darjeeling, Chittagong Hill Tracts, Angul, and Orissa Tributary Mahals. The District Boards are reported to be acting generally in harmony with the Education Department. It is reported, however, that the District Board of Midnapore did not allow its Sub-Inspectors to help the Department in the preparation of the annual returns and reports. The Board allowed the Deputy Inspector of Schools of Midnapore 16 extra clerks for this purpose. But as the extra men were quite new to the work, the arrangement was attended with inconvenience and difficulty. The District Board at Gaya did not follow the advice and suggestions of the Inspector of Schools in some matters, which have accordingly been referred to the Divisional Commissioner for decision. In the Orissa Division, some of the District Boards did not furnish the Divisional Inspector with copies of the Board's proceedings and the quarterly statements due to him under the rules. The Inspector of Schools, Orissa Division, complained that he found cattle pounds within the school compounds of some schools under the Cuttack District Board, and that the claims of the passed Pandits of the Cuttack Training School did not receive proper recognition from the Board, when Guru-Instructors and school masters were appointed.

14. *Local Boards.*—Some of the Local Boards are entrusted with the management of primary schools. There are still districts where Local Boards have no powers in educational matters. In the District of Burdwan, their powers have been increased, so that the diaries of Sub-Inspectors after these have been checked by the Deputy Inspector and District Board are submitted to them for comment. The Local Boards in the District of Mymensingh are empowered to pass salary and travelling bills of Sub-Inspectors and Inspecting Pandits. Owing to the dilatoriness of some of these bodies, the powers of passing stipend bills have been taken away from them.

15. *District Committees.*—These committees still work in the districts of Darjeeling, Chittagong Hill Tracts, Sonthal Parganas and Singhbhum. The committees at Singhbhum and Chittagong Hill Tracts have practically ceased to exist, their functions being exercised by the District Officers. The committee in the Sonthal Parganas met five times during the year. At Angul, there is no such committee, as there is no Government High School in the district.

16. *Inspection of Schools by Magistrates.*—Most of the District Magistrates and Subdivisional Officers inspected schools when on tour in the interior. They have offered various suggestions for the improvement of the schools of different classes they visited in the course of their tour. Some of the members of Local Boards are reported to have visited the primary schools which are within their jurisdiction during the year under report. These visits are urgently necessary in the interests of education, and should be the rule and not the exception. The Divisional Commissioners of Bhagalpur and Chota Nagpur are reported to have visited certain schools in their Divisions.

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17. *School Committees.*—The most noteworthy event of the year under report in this direction is the issue of the Government orders for the formation in Bengal of a system of School Committees similar to those formed in the Central Provinces for schools of different classes. Definite rules have been framed and approved for the formation of Committees of Management for aided Upper Primary Schools in Bengal, but it has not been considered expedient to have School Committees for the Lower Primary Schools.

CHAPTER IV.—COLLEGIATE EDUCATION.

COLLEGIATE EDUCATION.

1. This chapter deals with (1) Arts Colleges, (2) Law Colleges, (3) Medical College and Schools, and (4) Organised Advanced Sanskrit Schools or Tols. The courses of instruction followed in Vernacular Medical schools and in certain sections of the Medical College, Calcutta, and in Organised Sanskrit Tols have no connexion with the University standards. By dealing with these schools under the head "Collegiate Education," the plan adopted by Mr. Cotton in the third quinquennial Review on the progress of education in India for 1892-93 to 1896-97, has been followed. This has been done under orders of Government. Following the same precedent, the Sibpur Engineering College, whose higher courses are prescribed by the Calcutta University, and the Kurseong Training College, which is included in returns under the head of Collegiate Education, although it is not affiliated to the University, have been dealt with in different chapters, the former in Chapter VIII on Technical Education, and the latter in Chapter VII on Training Schools.

The Calcutta University and Collegiate Education.

2. The Calcutta University prescribes the standards taught in Arts Colleges as well as those in Professional Colleges, teaching for the B. L. degree and the courses for the University examinations in Medicine and Engineering. The Education Department of Bengal and the Calcutta University are thus rather intimately connected with each other, the High or Entrance schools forming the chief connecting link between them. The University at present prescribes the final course in these schools, while the courses for the lower classes from about the third or fourth downwards are prescribed entirely by the Department. Junior and Senior Scholarships, which are awarded on the results of the University Entrance and F. A. examinations, respectively, are placed at the disposal of the Department. Recognition of High schools is sanctioned by the University, and the University usually bases its action on reports of the inspection of the schools made by the officers of the Education Department. Affiliation of colleges to the Calcutta University is sanctioned by the Government of India on the recommendation of the Syndicate.

No very important changes were introduced during the year in the Regulations of the University, so far as they are connected with the colleges in the Lower Provinces of Bengal.

Arts Colleges.

3. *General Statistics of Arts Colleges.*—The total number of Arts Colleges in Bengal, during the last official year, was 45; *i.e.*, one more than the number returned in 1901-1902. As in the preceding year, the numbers of colleges under Government and Municipal managements were eleven and one, respectively; six colleges were shown as aided against seven in the preceding year; the loss of one college (which is only nominal) being due to the fact that the Dublin University Mission College at Hazaribagh, which received the Government grant only for its school department, and not for the college classes, has been, during the year under report, classed as an unaided college.

Unaided colleges increased from 25 to 27. The increase of two colleges is thus accounted for. Two new colleges—one at Mymensingh, and one at Daulatpur in the district of Khulna—have been included during the year in the unaided list, and the Dublin University Mission College at Hazaribagh has been relegated, as stated above, to this class from the list of aided colleges, while La Martinière College for boys, having no students in the college department during the past year, has been excluded from the list. It is believed that now students of La

Martinière work for the Senior Cambridge Local Examination instead of for the Calcutta University Examination.

4. *Attendance in Arts Colleges.*—The total attendance in Arts Colleges decreased slightly from 8,150 in 1901-1902 to 8,030 during the year under report. The greater portion of the loss was spread over the Government colleges, viz., the Presidency College, Calcutta, and the Colleges at Dacca, Krishnagar and Rajshahi, the Bethune and the Sanskrit College; the loss of pupils in colleges under private management was inconsiderable. The colleges having an attendance of over 500 pupils are:—

(1) The Bangabasi College	with	...	773 pupils
(2) General Assembly's Institution	,,	...	620 ,,
(3) The Metropolitan Institution	,,	...	575 ,,
(4) The Presidency College	,,	...	573 ,,
(5) The Ripon College	,,	...	565 ,,

5. The decrease of pupils from 36 to 24 in the Bethune College for girls is very disappointing. The attendance of La Martinière College for girls also was considerably diminished, having fallen from sixteen to one only, and the Loretto House returned two pupils only. It is worth noticing that two female pupils attended the Doveton College during the year under report. The total number of girls receiving collegiate education during the year was 29 only, viz., 24 in the Bethune College, one in La Martinière and two each in the Loretto House and the Doveton College. In the previous year, the total number of female pupils in Arts Colleges was shown as 55. The number thus decreased by 47·3 per cent. No explanation is given of this sudden and large decrease in numbers of girls undergoing high education, but it is possible that in such a college as La Martinière, the pupils are now taking the Cambridge Senior Local Examination instead of the Calcutta First Arts Examination and are hence not returned as the pupils of the College.

6. *Conditions as to residence of students.*—This subject was dealt with at length in the General Report on Public Instruction in Bengal for 1900-1901. The hostel arrangements that have been made in cities and towns for the convenience of college students from the mufassal, who have no recognised guardians to look after them in those places, are reported to be working satisfactorily. As the working of the students' mess rules has been dealt with in a subsequent chapter, no further notice on the subject seems necessary under this head.

7. *Expenditure on Arts Colleges.*—The total expenditure on Arts Colleges (excepting the Bihar National College at Bankipore, which furnished no returns of expenditure), amounted to Rs. 8,21,543 during the year under report. The total expenditure in the preceding year came up to Rs. 8,22,569 on all the colleges, excepting the Bihar National, the Bishop's College and La Martinière for boys, from which no returns of expenditure were received for that year.

8. The total expenditure on the 11 Government Arts Colleges increased from Rs. 3,96,646 to Rs. 4,19,813, or by Rs. 23,167. The expenditure from Provincial Revenues increased from Rs. 1,94,785 to Rs. 2,24,135, or by Rs. 29,350; while that from the fee-receipts decreased from Rs. 1,89,569 to Rs. 1,82,176, or by Rs. 7,393. The expenditure from other sources increased only slightly by Rs. 1,210. The contributions from Provincial Revenues increased notably in the case of the Presidency College by an amount of Rs. 14,535, while in the Patna College expenditure increased by Rs. 9,351. In the Calcutta Madrasah the cost to Government increased from Rs. 3,863 to Rs. 9,863, or by Rs. 6,000; while it decreased largely in the Dacca College from Rs 18,653 to Rs. 12,985, or by Rs. 5,668. The increased expenditure from the State revenues in the Presidency College is due partly to the loss of pupils, causing diminution in the fee-receipts from Rs. 99,294 to Rs. 93,298, and partly to the increments in the pay of the several members of the staff. The increased State expenditure on the Patna College is accounted for chiefly by the appointment on higher pay of some of the members of the college staff, and by the increased cost for the College Laboratory and Library.

9. In the aided colleges, the total expenditure in the year under report amounted to Rs. 1,66,451, of which Rs. 22,650, or the same amount as in the previous year, was met from Provincial Revenues. The receipts from fees and other sources showed some decline.

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10. The total expenditure on the 26 unaided colleges (which furnished returns of expenditure) amounted to Rs. 2,29,796, of which Rs. 1,35,467 was met from fees and Rs. 94,329 from other sources, including income from endowments.

11. State expenditure on Arts Colleges has been steadily increasing from the year 1899-1900. In the Annual Report for 1900-1901, it was observed that the upward tendency of the State expenditure on Arts Colleges was mainly due to the increased salaries drawn by Professors in Government colleges, and the same remark holds good this year also.

12. *Cost of educating each student.*—The average annual cost of educating a student in a Government college in Bengal in 1902-1903, amounted to Rs. 204-11, of which Rs. 109-4-6 was paid from the State and Rs. 95-6-6 from local sources, including fees. In the preceding year, the total average cost was Rs. 185-5-7, of which Rs. 91-0 4 was paid from the State and Rs. 94-5-3 met from private sources. In the case of aided colleges, the total average cost of a student's education decreased from Rs. 110-7-1 to Rs. 107-15-1, the cost from private sources decreasing from Rs. 96-13-10 to Rs. 93-4-1, and the State cost increasing from Rs. 13-9-2 to Rs. 14-11. The average annual cost per student in unaided colleges also decreased from Rs. 51-2-8 to Rs. 49-8-0, the whole of the amount having been met from fees, subscriptions and other sources.

13. *Fee-rates in Arts Colleges.*—The various rates of fees obtaining in Government, aided and unaided colleges are practically unchanged. In Government colleges the rate ranges from Rs. 2, in the exceptional cases of the Sanskrit College and the Calcutta Madrasah, to Rs. 12 a month in the Presidency College. Excepting the colleges at Rajshahi and Chittagong and the Bethune College, in which Rs. 3 is the College fee, Government colleges generally charge five or six rupees per month. The same or slightly lower rates obtain in almost all the aided colleges under Missionary management. In colleges under native management, the nominal rate of fees seldom exceeds Rs. 4, but the amounts collected average very much less than this, sometimes equalling only one to two rupees. The Raj College at Burdwan is the only college in Bengal, where students are allowed free tuition.

14. *University Examinations in Arts Colleges. F. A. Examination.*—The total number of students of Colleges sent up for the First Arts examination during the year under report, was 3,579 against 3,645, showing a decrease of 66 candidates or of 1·8 per cent. The number of passes was 1,152 against 1,370, showing a decrease of 218 or 15·9 per cent. The percentage of success declined from 37·5 in 1901-1902 to 32·1 in 1902-1903. The figures are therefore not satisfactory. The number passed was 330 against 357 from the Colleges under Public Management, 168 against 189 from Aided Colleges and 654 againt 824 from Unaided Colleges. The number of so-called private candidates at this examination returned during the year, was 103, of whom 10 were successful. The percentage of success declined from 45·3 to 44·9 in Colleges under Public Management, from 42·4 to 42·1 in Aided Colleges and from 34·1 to 26·7 in Unaided Colleges. In all, 92 candidates from Art Colleges passed in the first Division, of whom 43 belonged to the Government Colleges, 3 to the Municipal College at Midnapore, 25 to the Aided Colleges and 21 to Unaided Colleges. The Government Colleges therefore would still appear to be doing the most satisfactory work.

15. Of 50 Government Senior Scholarships open to general competition, which are awarded on the results of the F.A. examination, 25 were carried away by students of the Government Colleges, 3 by students of the Midnapore Municipal College, 7 by students of the Aided Colleges and 15 by students of the Unaided Colleges. Two Senior Scholarships for females, one first grade and one second grade, were awarded to two successful female pupils, both passing from the Bethune College. The Durga Charan Laha scholarship of Rs. 20 a month was awarded to a student of the Presidency College.

16. *B. A. Examination.*—The total number of candidates from Colleges for the last B. A. Examination was 1,711 against 1,934 in the previous year, of whom 357 against 439 were successful. The percentage of the passes was 25·4 against 27·4 in Colleges under Public Management, 27·2 against 24·4 in Aided Colleges, and 15·3 against 19·1 in Unaided Colleges. The number of candidates

at the A. Course was 1,050 of whom 245 passed, while out of 661 candidates at the B. Course, 112 were successful. The percentage of passes was 23·3 in the A. Course and 16·9 in the B. Course. The number of candidates passed with Honours during the year under report was 58 against 90 in the previous year. Of these 31 against 51 belonged to Government Colleges, 18 against 22 to Aided Colleges and 9 against 17 to Unaided Colleges.

17. *B. Sc. Examination.*—At this examination, nineteen candidates appeared from the Presidency College Calcutta, of whom 8 passed.

18. *M. A. Examination.*—The number of candidates at the last M. A. Examination (including 29 private candidates) was 190 against 203 candidates (including 50 private candidates) in the previous year. Of these, 70 candidates passed against 84 of the previous year. Six Government Colleges sent up 92 candidates, of whom 40 or 43·4 per cent. were successful: 2 Aided Colleges, viz., the General Assembly's Institution and the Duff College sent up 59 candidates, of whom 20 or 33·9 per cent. were successful, while 4 Unaided Colleges sent up 10 candidates, of whom only one student from the Bangabasi College, Calcutta passed. Of the successful candidates, nineteen took up English, six Sanskrit, three Persian, four History, fourteen Philosophy, twelve Mathematics, three Chemistry and nine Physics.

19. *Research Scholarships.*—Babu Ramendra Nath Ghosh, M.A., and Babu Vaidya Nath Saha, M.A., have been re-elected as Research students from March 1903. The former will carry on his researches in Physics in the Presidency College, and the latter in Petrology in the Geological Survey Laboratory. The following are the three new research scholars elected during the year 1902-1903: (1) Babu Lalit Chandra Guha, M.A., (2) Babu Anukul Chandra Basu, M.A., and (3) Babu Bidhu Bhushan Datta, M.A.

20. *Prem Chand Raychand Studentship Examination.*—The number of applicants for this studentship was seven, but of these two only actually appeared to undergo the prescribed test. Jotindra Nath Sen, M.A., of the Presidency College, was elected to a studentship of Rs. 1,400 a year, tenable, in the first instance, for two years. He was examined in scientific subjects.

Legal Education.

21. *Law Colleges.*—In Bengal there are no separate or independent colleges for the teaching of law. Law is taught in certain classes or departments attached to Arts Colleges, affiliation for this purpose being granted by the Calcutta University. These classes or Departments are treated as separate institutions, under the head of Collegiate education.

22. The number of institutions teaching Law remained unchanged. Of the 17 Law classes, 7 were attached to Government Colleges, 9 to unaided colleges, and 1 was under Municipal management.

The total attendance of these classes increased from 1,510 in 1901-1902 to 1,584, or by 4·9 per cent. during the year under report. Of the Law classes under Government management, that at Dacca with 143 students is the only one which deserves special mention for its large attendance, and usually the attendance in other Government Colleges ranged from 8 in Krishnagar to 40 in Patna. Of the unaided Colleges, the Ripon College with 567 pupils stands foremost. Next in order, come the Metropolitan Institution with 244 students, Bangabasi College with 145, City College with 113, and Bihar National College with 103 students. The attendance in the less important unaided Colleges varied from 14 in the Berhampur College to 79 in the Rajchandra College. It may be noted that the classes in Government Colleges are attended by 15 per cent., and in unaided Colleges by 85 per cent. of the total number of students.

23. The Law classes in Government Colleges, and in the one Municipal college are all self-supporting, the expenditure being met entirely from fee receipts. The class attached to the Patna College worked at a profit to Government of Rs. 55. Law Lecturers in these Colleges are paid entirely from fees, their total emoluments not exceeding Rs. 2,400 a year. When the State has to bear no portion of the cost of these Departments, no further comments on their attendance or expenditure appear to be necessary. In addition too, some of the unaided Law Colleges did not furnish returns of income or of expenditure, so

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it is needless to discuss any increase or decrease in the average figures under this head.

24. *B.L. Examination.*—The total number of candidates at the B. L. Examination held by the Calcutta University during the year under report was 670, of whom 124, or 18·5 per cent. came from institutions under public management and 546, or 81·5 per cent. from unaided institutions. The former passed 59 candidates, or 47·5 per cent., and the latter 278 candidates, or 50·9 per cent. It is worthy of notice that the Ripon College alone sent up 275 (or 41·0 per cent. of the total candidates) and passed 146 (or 53·0 per cent.) of its candidates, that is the Ripon College passed 43·0 per cent. of the total candidates passed from all these colleges. A gold medal was awarded by the Syndicate of the Calcutta University to Pran Dhan Bhar of the Ripon College who stood first in the first Division at this Examination. This result shows that the Professors of the Law class attached to this College clearly understand the requirements of the Calcutta University in the matter of law degrees. The Government Colleges passed 40 out of 108 students and the unaided colleges 173 out of 462 candidates in the previous year.

Medical Education.

25. *Medical College, Calcutta.*—The strength of this College on the 31st March last was 555, against 595 and 569 in the two preceding years. The number, though fluctuating, is still very large, and indicates that the College continues to maintain its popularity. It consists of two Departments, viz., the English or University class and the Military pupil-class, attended by 450 students (including 14 female students) and 105 pupils, respectively, on the 31st March last.

26. The following are the results at the University Examinations of the students trained at the Medical College:—

The University Medical Examinations.—(1) At the Preliminary Scientific L.M.S. Examination, 85 students competed, of whom 23 were successful; (2) 160 students appeared at the first L.M.S. Examination, of whom 82 were successful; (3) for the combined Preliminary Scientific and first L.M.S. Examination, there were only three candidates, but none of them were successful; (4) for the second L.M.S. Examination, there were 139 candidates, of whom 64 passed; (5) for the Preliminary Scientific M.B. Examination, there were 89 candidates, of whom 45 passed—35 by the Preliminary Scientific L.M.S. and 10 by the Preliminary Scientific M.B. standard respectively; (6) 40 students appeared at the first M.B. Examination, of whom 18 only were successful; (7) 15 students appeared at the combined Preliminary Scientific and first M.B. Examination, of whom 11 passed—7 by the Preliminary Scientific L.M.S. standard, three by the first L.M.S., and one by the first M.B. standard; (8) two passed out of 10 candidates at the second M.B. Examination; (9) there was one candidate for Honours in Medicine, who obtained Honours in the subjects of Medicine, Surgery and Midwifery; (10) there were three candidates for the M.D. Examination, of whom one only was declared eligible for the degree.

There was no female candidate for any of these examinations.

27. The total expenditure on both the departments amounted to Rs. 2,18,084, of which Rs. 1,84,600 was met from Provincial Revenues. The expenditure in the previous year was Rs. 2,00,356, of which Rs. 1,63,221 was paid by the State.

28. *Vernacular Medical Schools.*—The number of Government vernacular Medical schools was four, as in the previous year. These schools were attended by 670 pupils, of whom 33 were females. The Campbell Medical School at Sealdah was attended by 190 pupils, of whom 15 were females; the Dacca Medical School returned 178 pupils, including five females; the Temple Medical School at Patna had 155 pupils, including two females; and the Cuttack Medical School was attended by 147 students, of whom 11 were females. The attendance of the four schools was 705, including 19 females, in the previous year.

29. *Final Examination of Vernacular Medical Schools.*—At the Final Examination, 153 candidates competed, of whom 111 (or 72·5 per cent.) passed. In the previous year, out of 165 candidates, 122 (or 73·9 per cent.) were successful.

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The total expenditure on the four Government vernacular Medical schools in Bengal amounted to Rs. 1,10,367, of which Rs. 87,290 was met from Provincial Revenues, Rs. 20,951 from fees, and Rs. 2,126 from other sources. In the previous year, the expenditure amounted to Rs. 64,759, of which Rs. 49,008 was paid from Provincial Revenues, Rs. 13,327 was raised from fees, and the rest from other sources; the Government expenditure increased by 78 per cent., the fee-receipts showing an increase of 57 per cent. only. No explanation has been furnished of this large increase in expenditure.

The total annual cost per pupil in these four schools was Rs. 149-12, of which Rs. 118-7 was paid by the State.

30. During the year under report, the number of unaided medical schools of which returns have been given, was six with 738 pupils, viz., four schools with 588 pupils in the town of Calcutta and two schools with 150 pupils at Dacca. In the previous year, there were five schools with 611 pupils, viz., three schools with 454 pupils in Calcutta and two schools with 157 pupils at Dacca. The average attendance in the schools in Calcutta is nearly double that at Dacca. The new school, returned from Calcutta, is the School of Homœopathy which was attended by 40 pupils. Of the three other unaided schools, the Calcutta Medical School had an attendance of 300 pupils, indicating that this is the most popular of all such schools. No account has been given in the Divisional Report about the two schools returned from the Dacca Division.

31. Very little is known of the nature and value of these Medical schools, which are said to be conducted under the improved systems of modern Medical education, for such schools are not inspected or reported on. There is also a class of indigenous medical schools, called Ayurvedic schools, which are conducted generally by Vaidyas under the old orthodox system, long in vogue in this country, but these institutions do not send in returns to the Department, and nothing is known of them officially. These schools were very popular in Bengal when there was no medical institution of the European type. Ayurvedic Schools in villages inhabited by the Vaidya caste are nearly now extinct. But recently there has been a tendency towards a revival of these schools in Calcutta and other populous towns. When notice is taken in the Departmental Annual Report of all "Private Institutions"—Tols, Maktabs and Koran Schools—there is no reason why this class of indigenous medical institutions known as "Ayurvedic Schools" should not be included in the returns of the Education Department. Students in some of these Ayurvedic schools, like students in Sanskrit *tols*, receive free board in addition to free tuition.

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32. *Sanskrit Tols.*—These institutions were all formerly classed as private institutions, although many of them were of advanced character, teaching higher subjects like Rhetoric, Logic, Hindu Law, Astronomy and Astrology, in addition to the Sanskrit Grammar and Literature. With a view to encourage Sanskrit learning in *tols*, the measures previously sanctioned by Government have been: (1) payment of special stipends to teachers of selected *tols*, and (2) the extension of the system (originally instituted by a private Association in Bihar) of payment of rewards to pupils and teachers of *tols* on the results of two examinations, which are called the Sanskrit first and second examinations. The passed students in the second examination prepare themselves for the Sanskrit Title examination, instituted by Government. Local Associations were formed for conducting the first and second examinations. Many of the *tols* having adopted the standards prescribed for these examinations have ceased to be classed as Private Institutions, and are treated, under orders of Government, as Public Institutions under the head of "Schools for Special Instruction." The remainder which do not conform to the prescribed standards, still continue to be classed and dealt with as "Private Institutions," in spite of the advanced character of the instruction imparted in some of them.

33. *Sanskrit Associations and the results of examinations in the two preliminary standards.*—For recognised *tols* there are, thus at present, three examinations, viz., the Sanskrit first and second examination and the Title examinations. The first two are held on a uniform set of text-books under the supervision of the several local Associations formed for the encouragement of Sanskrit learning

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and conducted by the same examiners and with the same sets of question-papers. On the results of these examinations, pupils and teachers of recognised *tols* are given monthly stipends; 60 stipends at Rs. 2 a month for the first examination, and 39 stipends, some at Rs. 3 and some at Rs. 4 a month for the second examination, all tenable for two years, are paid to pupils. The amount of stipends which are payable to the teachers for one year only, ranges from Rs. 4 to Rs. 12 a month.

34. Altogether 20 Associations held the Sanskrit first and second examinations during the year under report. At the first examination, as many as 2,205 candidates offered Kavya and Grammar, of whom 656 passed, while 98 candidates passed out of 414 who appeared for higher subjects. At the second examination, 1,152 candidates appeared for Kavya and Grammar, and 242 for higher subjects, of whom 315 passed in the former, and 69 in the latter. In the previous year, 655 and 352 candidates were successful at the Sanskrit first and second examinations respectively.

35. The annual examination for conferring Sanskrit titles was held at 11 centres on four days from the 16th February 1903. The examination in all the centres was conducted under the supervision of responsible officers of the Education Department. The number of candidates entering for this examination, and including 21 absentees, was 238, of whom 10 passed in the first division and 64 in the second. Of the candidates, 170 were Bengalis, 21 Uriyas and 47 Biharis or Hindustanis. The great majority of the candidates (212) belonged to the Brahman class. It is worth noticing that of these candidates, 10 came from Benares, which is famous for Sanskrit learning in India. Of the successful candidates, 29 obtained titles in Kavya or Sanskrit Literature, 25 in Sanskrit Grammar, 3 in Astrology, 10 in Smriti (Hindu Law), and 7 in Hindu Philosophy. In the previous year, the number of titles conferred on the successful candidates was 62. The Principal, Sanskrit College, who is *ex-officio* Registrar of the Sanskrit examinations, reports that "Kavya still continues to be the great favourite with the *tol* students, as there is some chance of getting employment by obtaining a title in this subject." It is satisfactory that passes in the higher subjects were more numerous this year than previously.

36. For the encouragement of Sanskrit learning Rs. 23,890 was provided in the budget estimates for the year under review, viz., (1) Rs. 3,000 for examination charges and rewards for Sanskrit titles; (2) Rs. 3,400 for stipends to Sanskrit *tols* in Nadia, and (3) Rs. 17,400 for stipends and rewards to teachers and pupils of Sanskrit *tols*.

CHAPTER V.—SECONDARY EDUCATION.

SECONDARY EDUCATION.

1. By the term "Secondary Education" is meant that which is above the Primary and below the Collegiate course. Secondary schools include those schools which contain one or more classes in which the secondary stage is taught, but, as a rule, every Secondary school contains in itself classes in which instruction is given down to the lowest primary or infant stage. These schools are divided into two grades, viz.: (1) High and (2) Middle. High schools teach up to the standard of the Entrance Examination of the Calcutta University or of some examination of equal standard, while Middle schools prepare their pupils for the Middle school examination, with or without English as an extra or optional subject.

2. It may also be noted that in all High schools which have adopted the system of education approved by the Government of Bengal, English is the medium of instruction in the first four classes, while the vernacular is the medium of instruction in all the classes below the fourth. English is taught as a second language from class VII (section B) in High schools or class IV of Middle English schools. All schools which are maintained or aided from public funds, and also all schools sending up scholars for Government scholarships, have adopted this method of education. There is, however, a certain proportion of schools which have not conformed to the wishes of Government, and in a good many High English schools privately owned and privately managed, English is still used as the medium of instruction, in and from the lowest primary classes.

3. *General statistics of Secondary Schools.*—The number of secondary schools for Indian pupils increased from 2,441 in 1899-1900 to 2,446 in 1900-1901, falling to 2,428 in 1901-1902 and finally increasing again to 2,441 schools in the year under report. The results given by the analysis of these figures are worthy of note. High schools for the last three years numbered 494, 525 and 544, the corresponding figures for Middle English schools being 933, 933, and 967, and for Middle vernacular schools 1,019, 970 and 930. It will thus be seen that purely Vernacular secondary schools are being steadily converted into the class of Middle schools, which teach English, and these in their turn are gradually, though at a slower rate, being extended by the addition of four extra classes at the top of each school, and developed into High schools. With regard to attendance, it is found that the number of pupils attending Middle schools has remained remarkably constant, the figures for the last three years being 121,551, 121,105 and 121,532, respectively, while in High schools the corresponding figures were 111,523, 120,163 and 119,165.

4. *Stages of Instruction.*—The number of boys in the high stage of Secondary schools for Indian pupils, that is, in the top four classes of High schools is still increasing, the rates of increase for the last two years being 14·5 and 33 per cent. In the middle stage of education or what may be called the lower secondary stage where an increase of pupils of 7·7 per cent. was shown in 1901-1902, there has been no considerable change in the year under review.

5. *Expenditure on Secondary schools for Indian boys (see Table given as Appendix IV).*—The expenditure from Provincial revenues on High schools for Indian boys increased from Rs. 2,47,119 in 1901-1902 to Rs. 2,52,339 in the year under review, or by 2·1 per cent. On the other hand, the expenditure in Middle English schools decreased in the same period from Rs. 25,672 to Rs. 23,329, or by 9·1 per cent. On Middle vernacular schools, the Provincial expenditure increased from Rs. 45,534 to Rs. 46,440 in 1902-1903, or by 1·9 per cent. For the same period the District and Municipal Fund expenditure on High schools increased from Rs. 9,755 to Rs. 10,823, or by 11 per cent., and from Rs. 6,399 to Rs. 7,352, or by 14·8 per cent., respectively. The District Fund expenditure also for the same period on Middle schools decreased from Rs. 2,11,686 to Rs. 2,10,775. On analysing these figures, it is found that the decrease was confined to the Middle vernacular schools, in which the expenditure was Rs. 93,226 in 1901-1902 and Rs. 84,776 in 1902-1903, a fall of 9·0 per cent., while in Middle English schools the expenditure increased from Rs. 1,18,460 to Rs. 1,25,999, or by 6·3 per cent. The Municipal Fund expenditure on both these classes of schools decreased—in Middle English schools from Rs. 5,660 to Rs. 5,070, and in Middle Vernacular schools from Rs. 3,935 to Rs. 3,354.

6. In High and Middle English schools, the fees realized in the same period increased from Rs. 15,75,690 to Rs. 16,55,878, or by 5·0 per cent., and from Rs. 3,00,509 to Rs. 3,19,956, or by 6·4 per cent., respectively; but the fee income decreased in Middle Vernacular schools from Rs. 1,67,904 to Rs. 1,61,732, or by 3·6 per cent. The total fee receipts in all Secondary schools, however, increased from Rs. 20,44,103 to Rs. 21,37,566, or by 4·5 per cent. This increase in the proportion of the cost of education borne by the parents of the students, constitutes a satisfactory feature of secondary education.

7. The total expenditure on Secondary schools from all sources taken together increased from Rs. 32,74,123 to Rs. 33,83,416, or by 3·3 per cent., the receipts from all sources except from the Municipal funds showing some increase. The proportion of the total increase, it will be seen, is smaller than the proportion of increase in fee receipts.

8. *Expenditure on Secondary Education for both Boys and Girls.*—The percentage of pupils in Secondary schools, both for Indian boys and girls who were in the secondary stage of instruction rose from 33·2 in 1900-1901 to 40·4 in the year 1902-1903. The total expenditure on Secondary schools for Indian pupils (boys and girls) amounted to Rs. 3,62,536 from Provincial Revenues, Rs. 2,21,915 from District Funds, and Rs. 17,277 from Municipal Funds during the year under report. From the compiled divisional statistics, it appears that the Secondary Departments of Secondary schools (*i.e.*, Secondary Education proper) absorbed Rs. 2,54,598, or 70·2 per cent., of the total

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expenditure on Secondary schools from Provincial Revenues, Rs. 1,18,063, or 53·1 per cent., of the total expenditure from District Funds, and Rs. 9,037, or 52·3 per cent., of the total expenditure from Municipal Funds. Both District Boards and Municipalities, it will be seen, therefore, spend very considerable amounts of money on Secondary education. In most of such Secondary schools also the number of pupils in the secondary stage is very small compared with those in the primary stage in the same school, and hence the benefit to the mass of people by this expenditure on secondary education is smaller than would have been the case, if the same amount of money had been expended on primary schools for the masses.

9. *Bifurcation of studies.*—During the year 1900-1901, C or commercial and trade classes were opened in connection with five Government High schools, and B or elementary engineering or technical classes were opened at various places in Bengal where Technical schools were already in existence. After two years' working of the system, final examinations under the control of a Board of Examiners were held for the first time, during the year 1902-1903. The B class examination was held on the 9th to 12th February 1903, the practical examination in Manual Training having been conducted by the Superintendents of Technical schools at their respective schools on the 4th and 5th February. The centres of examination of B classes were fixed at Sibpur, Bankipore, Dacca, Midnapore, Barisal, Comilla, Mymensingh, Rangpur, Ranchi, and Pabna; and those of the C classes at the Hare School, Uttarpara, Hooghly, and Patna. Altogether 67 students competed at the B class examination, of whom 16 passed in the first division and 9 in the second. Of the 17 candidates at the C class examination, 6 passed—1 in the first division and 5 in the second. Considering the fact that the students joining the B and C classes were not those noted for intellectual ability in the schools from which they came, it may be said that the result was very satisfactory. Three 1st grade junior scholarships of Rs. 16, five 2nd grade scholarships of Rs. 12, and six 3rd grade scholarships of Rs. 8 a month, all tenable at the Civil Engineering College at Sibpur, were awarded to the successful candidates, of whom two were Muhammadans, and two were from the educationally backward district of Chota Nagpur. Four scholarships were awarded to the successful candidates of the C class examination, viz., one each of the 1st and 2nd grade and two of the 3rd grade. These examinations, like the Entrance examination of the Calcutta University, are held at the conclusion of the pupil's school career, but are conducted by the Education Department.

10. The results of the examinations showed that the teaching of most of the subjects was capable of considerable improvement, and in consequence detailed reports were called for from the Examiners, and detailed suggestions for improvements in the methods of teaching have been forwarded to the Principals of the institutions concerned, to assist them in carrying out the necessary reforms. The Examiner in English (Mr. H. R. James, M.A.) gave a very satisfactory report on the effect of the teaching of what is called Modern English in those classes, and from his report it appears the method of teaching in this subject develops the intelligence of the students to a higher degree than the corresponding English course for the Calcutta University Entrance examination.

11. *Entrance Examination.*—The following table compares the results of the Entrance examination of High schools held by the Calcutta University for the last two years:—

Class of Schools.	1902.							1903.						
	Number of competing schools.	Number of candidates.	Passed in the			Total.	Percentage.	Number of competing schools.	Number of candidates.	Passed in the			Total.	Percentage.
			First Division.	Second Division.	Third Division.					First Division.	Second Division.	Third Division.		
Government schools	57	1,095	185	277	252	714	65·20	57*	1,077	174	255	223	652	60·5
Schools under private management. Aided ...	211	1,628	172	352	403	927	56·94	216	1,605	152	349	333	834	52·0
Schools under private management. Unaided	204	2,864	192	416	569	1,177	41·09	228	2,941	213	376	547	1,136	38·6
Total ...	472	5,587	549	1,045	1,224	2,818	50·43	501	5,623	539	980	1,103	2,622	46·6

* Includes 5 High schools managed by District and Municipal Boards, and the two Government Madrasahs at Dacca and Chittagong which competed at this examination.

The results are not satisfactory, inasmuch as the number of competing schools and candidates increased without any corresponding increase, either in the number of successful candidates or in the percentage of passes.

12. The results of the Government collegiate schools for the last two years are compared in the following table:—

Name of School.	Number on the rolls on the 31st March 1903.	1902.					1903.						Merit marks.	
		Number of candidates.	Number passed in the			Total.	Number of students in the Entrance class on the 31st December 1902.	Number of candidates.	Number passed in the			Total.	1902.	1903.
			First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.			
1. Dacca Collegiate School ...	423	43	9	16	8	33	47	43	8	13	8	29	50·2	35·8
2. Hindu School	398	86	14	20	11	45	60	48	8	5	20	33	35·7	37·1
3. Patna Collegiate School ...	126	19	4	10	2	16	36	19	1	7	7	15	15·1	10·0
4. Hare School	255	29	6	7	4	17	63	50	8	8	8	24	17·6	17·3
5. Hooghly Branch School ...	268	16	2	3	6	11	23	21	2	...	3	5	8·6	2·0
6. Hooghly Collegiate ,, ...	154	21	8	7	3	18	18	15	6	2	4	12	25·4	20·8
7. Ravenshaw Collegiate ,, ...	368	33	4	9	8	21	32	32	1	12	5	18	22·2	18·0
8. Chittagong ,, ,, ...	274	16	2	6	4	12	24	20	1	4	3	8	17·6	4·6
9. Rajshahi ,, ,, ...	219	19	4	4	9	17	34	17	4	7	3	14	14·0	14·5
10. Krishnagar ,, ,, ...	188	12	3	1	4	8	24	19	6	3	4	13	5·0	15·1
11. Sanskrit ,, ,, ...	193	15	1	2	1	4	23	15	2	3	4	9	1·6	9·6
12. Anglo-Persian Department, Calcutta Madrasah	395	17	2	4	2	8	34	14	5	2	2	9	3·3	13·5
13. Bethune Collegiate School ...	155	2	...	...	...	...	6	4	...	1	...	1	·3	3
Total ...	3,406	328	59	89	62	210	424	317	52	67	71	190	...	...

13. *Junior Scholarships.*—One hundred and thirty-four junior scholarships were awarded on the results of the last Entrance examination. These do not include 25 special scholarships, viz. three for girls, two for aborigines and 20 for Muhammadans. Of the candidates obtaining these scholarships, 129 passed in the 1st division. The rest were awarded to boys who passed in the 2nd division from the outlying districts of Sonthal Parganas, Champaran, Gaya and Balasore.

14. *Results of the Middle Scholarship Examination.*—During the year under report, 813 Middle English, 728 Middle Vernacular and 28 schools other than Middle schools, *i.e*, altogether 1,569 schools competed at the Middle English or Middle Vernacular or at both these examinations. Of the competing Middle English schools, 726 schools or 89·3 per cent., and of the competing Middle Vernacular schools, 615 schools or 84·5 per cent. were successful. The number of successful candidates from Middle English schools increased from 1,909 to 1,936 or by 1 per cent. The passes from Middle Vernacular schools, however, decreased from 1,503 to 1,396, or by 7·1 per cent. The total passes in both these examinations from the different classes of schools for Indian boys were 3,413 in 1902-1903, against 3,460 in the previous year. Besides the regular candidates passing from schools, there were, during the year under review, 376 private candidates for Middle English certificates, of whom 228 passed, whereas 295 private candidates appeared for Middle Vernacular certificates, of whom 116 passed.

15. *Qualifications of teachers of High Schools for Indian pupils (See table given as Appendix V).*—With the increase in the number of High schools, there has been a very satisfactory increase in the number of qualified teachers especially those with the higher qualifications. The number of M.A.'s increased by 13, B.A.'s by 20, F.A.'s by 56. First grade Vernacular masters increased by 99, and Sanskrit title-holders by 10. The decrease in the number of teachers holding lower grade Training school certificates or no certificates at all should indicate increased efficiency in the teaching powers of these schools.

16. *Abolition of public examinations for very young children.*—The most noteworthy event that occurred in the history of Secondary education during the year under report was the issue of a Government order declaring (1) that

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the Middle Scholarship examination shall cease to be held as a public examination, after the year 1904, middle scholarships being awarded on the results of private examinations limited to a few boys from schools in one locality: and (2) that matters regarding promotions from class to class in schools should be arranged by the masters and managers of schools, subject to such control as is exercised at present in such matters by the periodical visits of the inspecting officers of the Education Department.

CHAPTER VI.—PRIMARY EDUCATION.

PRIMARY EDUCATION.

1. It has been noticed in the previous reports that under the new vernacular education scheme, the courses for Primary schools, as well as for the lower classes of Secondary schools, have been prescribed in such a way that the Primary education imparted in Primary schools and that given in the Primary Departments of the majority of the Secondary schools do not essentially differ. This system has, therefore, to some extent, done away with the necessity of existence of separate Primary schools for the children of the masses in places where there are Secondary schools, and in which the fee-rates are not prohibitive. Secondary schools may now be regarded as Upper and Lower Primary schools with additional or higher classes for Secondary education attached to them. This intimate connection between Primary and Secondary schools has particular advantages in many villages, as it enables the children of the masses to read in the lower classes in these higher grade schools where the teaching is superior to that in ordinary Primary schools, and as these higher schools are attended by the children of the upper classes who help such schools with subscriptions, the masses, also, to a certain extent, derive benefit from the support afforded by the richer classes to the local Secondary schools.

2. Primary schools are of two classes—Upper and Lower. The Upper Primary school forms a connecting link between the Primary and Secondary system. In the Lower Primary schools, the elements of kindergarten instruction, the training of the hand and eye by elementary drawing and manual work, simple drill together with reading, writing and simple Arithmetic (Native and European) form chiefly the subjects of study, while in the Upper Primary schools, the pupils are, in addition, taught the elements of History, Geography, Geometry, and Science, and go through a short course of vernacular literature.

3. With a view to improve Lower Primary schools for boys in efficiency, Training schools for primary school teachers were sanctioned during the year, at 134 sub-divisional head-quarters in the districts of Bengal. Provision has been made for accommodating each school in a suitable building, and for the supply of furniture and apparatus. These schools will turn out, at least, 1,340 trained teachers every two years, and in course of time, all the Lower Primary schools will be provided with trained teachers. To facilitate the the practical introduction of the modern system of education, impecunious Primary schools were supplied with kindergarten gifts and teachers' manuals, free of cost. Contributions were also made by Government to District Boards for furniture for Primary schools and for repairs of school houses.

4. *General Statistics of Primary Schools for Indian Boys.*—During the year under report the number of Primary schools for Indian boys increased from 45,910 to 47,417, or by 3·2 per cent., and the attendance in them from 1,211,939 to 1,286,413, or by 6·1 per cent.

5. *Method of aiding Primary Schools.*—The Primary schools were formerly aided in three ways (1) by fixed stipends, (2) by rewards based on examination held *in situ*, (3) by stipends combined with rewards based on examination results.

All aided schools however will now receive a monthly subsistence allowance supplemented by remuneration paid at the close of the year and calculated according to the general conditions of the school. The following are the points which are now considered in a Primary school in determining the amount of allowance to be given to it:—

(1) The number of pupils in regular attendance.
(2) Efficiency of the teacher and of his teaching.
(3) Organisation of the school and state of the school house and its furniture.
(4) The income from fees.
(5) The condition of the locality (advanced or backward).

6. *Management and attendance of Primary Schools.*—Of the 4,546 Upper Primary schools returned on 31st March last, 25 were under public management, viz., 16 managed by Government and 9 by District or Municipal Boards; 4,435 were aided and 86 were unaided schools. In the preceding year the number of these schools was 4,299, of which 5 were managed by Government, 9 by District or Municipal Boards, 4,103 were aided and 182 were unaided schools.

7. Lower Primary schools for Indian boys numbered 42,870 in 1902-1903 against 41,611 in the previous year. Of these, 3 were managed by the Department, 9 by District and Municipal Boards, 33,506 were aided and 9,352 were unaided schools. Of the 41,611 Lower Primary schools of the previous year, 3 were under the department, 8 under the Boards, 29,768 were aided and 11,832 were unaided schools. The increase in the number of schools under Government management was due to the practising classes of Training schools for Primary school teachers, started in some subdivisions, having been returned under this head.

8. The number of Upper Primary schools increased by 5·7 per cent., and their attendance from 182,527 to 195,251, or by 6·9 per cent., while the Lower Primary schools increased by 3·0 per cent. and their attendance from 1,029,412 to 1,091,162, or 5·9 per cent. The increase of aided Upper Primary schools from 4,103 to 4,435, and that of aided Lower Primary schools from 29,768 to 33,506, is due to the increased grant sanctioned during the year for fostering Primary education in Board areas, and to the sanction of separate grants for opening Continuation schools in the Presidency Division.

9. *Statistics of Pupils in Primary stages.*—The number of boys in the upper primary stage decreased from 93,714 in 1901-1902 to 89,763 in 1902-1903, or by 4·2 per cent.; the number of girls in that stage also decreased by 6 from 1,017 to 1,011. The number of boys and girls in the higher section of the lower primary stage also decreased from 1,019,104 to 997,178, or by 2·1 per cent. The number of boys and girls who were returned as not reading printed books had increased from 331,697 to 414,011, or by 24·9 per cent.

10. *Expenditure on Primary Schools for Indian Boys.*—Appendices IX and X give the expenditure on Primary schools, Upper and Lower, respectively according to sources for the two years 1901-1902 and 1902-1903.

The expenditure on Upper Primary schools from Provincial Revenues increased from Rs. 36,209 to Rs. 44,622, and from District funds from Rs. 1,72,400 to Rs. 2,28,156, the increase being due to the additional grants sanctioned from the 10 lakhs grant for Primary education. The expenditure from Municipal funds showed a slight decrease; fees and other sources including Native States contributions, increased in amount from Rs. 2,93,739 and Rs. 83,401 to Rs. 3,12,401 and Rs. 84,693, respectively. It should be noticed that contributions from Native States, during the year, diminished from Rs. 5,754 to Rs. 120.

11. The annual cost to public funds of an Upper Primary school has been steadily increasing. In 1900-1901, it amounted to Rs. 50·9 and in 1901-1902 to Rs. 52·4, while in the year of review it reached Rs. 63·5. This increase is due to the fact that efforts are being made to improve the instruction in such schools and to improve the position of primary school teachers and to raise their pay from a level which has hitherto been almost below the pay of a menial servant. The average income from all sources of the teachers of an Upper Primary school was Rs. 136 in 1900-1901. In the following year, it rose to Rs. 140, while in the year under review, it amounted to Rs. 151 or Rs. 12-9-4 monthly. The average income should be a little higher, inasmuch as most of such schools have at least two teachers. An average monthly income of Rs. 15, of which Rs. 5 might be derived from public funds and Rs. 10 from local sources, would not be excessive.

12. The expenditure on Lower Primary schools from Provincial Revenues increased from Rs. 78,505 to Rs. 1,13,561, or by 44·6 per cent., and that from District funds from Rs. 4,10,411 to Rs. 6,98,719, or by 70·2 per cent. The Municipal fund expenditure on these schools rose from Rs. 38,174 to Rs. 43,122, or by 12·9 per cent. Income from local sources—fees, subscriptions and other sources (taken together)—shows but a very slight increase, from Rs. 19,00,557 to Rs. 19,06,368.

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13. The annual cost to public funds of a Lower Primary school was Rs. 12·5 in.1900-1901, it rose to Rs. 12·6 in the year following, and to Rs. 20 during the year under review. The increase was due to the additional contributions made from the 10 lakhs grant to Primary schools under the control of the department as well as of the District Boards. The total annual income from all sources of the teacher of a Lower Primary school was Rs. 56·4 in 1900-1901, Rs. 58·3 in 1901-1902, and Rs. 64·4 in 1902-1903.

14. *The total expenditure on Primary Education, including indirect charges.*—The above figures represent only the direct expenditure that was incurred on Primary schools for Indian boys. They do not include the direct expenditure on Upper and Lower Primary schools for Indian females, which amounted to Rs. 52,384 from Provincial Revenues, Rs. 65,152 from District funds, and Rs. 8,832 from Municipal funds. The charges for salaries and travelling allowances of Sub-Inspectors of Schools and of Guru-instructors or inspecting pandits who work mainly for the improvement of Primary education, as well as the amount spent on the primary departments of Secondary schools are also excluded. In order to obtain the aggregate cost of Primary education, it is proper to include the direct expenditure on Primary schools for boys and girls, that on the primary departments of Secondary schools, also 80 per cent. of the charges for Sub-Inspectors, the whole cost of the subordinate inspecting agency (Guru-Instructors) and other miscellaneous charges incurred for Primary education. Under this calculation, Rs. 3,89,621 from Provincial Revenues, Rs. 14,96,433 from District funds, and Rs. 87,464 from Municipal funds were spent on Primary education as shown in Appendices VI and VII, combined.

It may also be pointed out that the expenditure from Provincial Revenues includes the Grant-in-aid funds, the Circle grant, the Primary grant for non-Board districts and areas, and the one per cent. grant made towards improvement of Primary education in Government estates, and the portion of the additional grants set apart for Primary education and placed at the disposal of the department, during 1902-1903. The portion of the same grants placed at the disposal of the District Boards is, however, not included.

15. *Primary Examinations.*—There were, as usual, two sets of primary examinations,—one, the Upper Primary examination, intended to test the progress made in the upper primary stage; the other called the Lower Primary examination by which the progress made in the lower primary stage is tested. The former is entirely conducted by the Divisional Inspector of Schools, who awards scholarships on the results of the examination; in the case of the latter the question-papers only are prepared by the Inspectors, each for his Division, the District Board undertaking the conduct of the examination, the appointment of Examiners by whom the answer-papers are valued, and the award of scholarships These duties are carried out in consultation with the Deputy Inspector of Schools. With a view to encourage the managers of unaided Secondary schools to adopt in their schools the course prescribed in the new scheme of vernacular education, it has been ordered in the Government Resolution on the new scheme, that students in the lower classes of High and Middle schools, corresponding in educational standard to the first class in Upper Primary schools, will be allowed to compete for Upper Primary Scholarships on the same terms as students in Upper Primary schools.

16. *Upper Primary Scholarship Examination.*—During the year under report, 4,003 schools for Indian boys competed at this examination against 4,051 in the previous year. Of these, 3,431, or 85·6 per cent., against 3,176, or 78·3 per cent., were successful. The number of candidates (including private candidates) was 11,031 against 10,848 in the preceding year, the percentage of increase being 1·6 only. But the number of successful candidates rose from 6,295 to 7,177, or by 14·0 per cent., which probably indicates improved efficiency of teaching in this class of schools. It may be noticed that the number of successful Muhammadan boys who passed from these schools increased from 1,325 to 1,583.

17. *Lower Primary Scholarship Examination.*—Altogether 19,380 schools for Indian boys against 18,934 of the previous year competed at the last Lower Primary examination. Of these, 15,196 schools against 15,944 in the previous year were successful. The number of candidates sent up (including 280 private candidates) was 66,734 against 67,831 (including 241 private candidates). The

number of successful candidates during the year under report was 40,753 against 45,051 of the previous year. With the decrease in the number of successful candidates, the number of successful Muhammadan boys has but slightly decreased from 10,341 to 10,306.

18. Under the recent orders of Government there were no examinations of Primary schools held for the award of result grants, the schools being, as indicated previously, now aided by grants dependent on their general condition and efficiency as well as on the number of pupils in attendance.

19. In this connection it may be stated that in order to regulate the grant of stipends or of subsistence allowances to the teachers of Primary schools, and to determine the lump grants to be made at the end of each year, it was necessary to adopt some form of procedure to help Sub-Inspectors in their work. As might be expected in the introduction of the new system of payment, at first, inspecting officers were rather vague in their proposed methods of procedure. In order to help in the matter, I devoted a large part of my time during my tours in the rainy season of 1902 to discussing with the various Inspectors and Deputy Inspectors of Schools the principles on which the awards should be made. Some of the most satisfactory and systematic proposals were put forward by Mr. Luson, the Magistrate of Midnapore, and the Deputy Inspector of Schools of that district, and a small conference was held at which I was present to discuss them. As the result of the examination of these proposals the District Board at Midnapore prescribed some test cards for the use of Sub-Inspectors which were printed and approved by the Department. As the rules therein laid down appeared to be simple and consistent with the Government orders abolishing the system of payment-by-results and requiring the allotment of stipends and subsistence allowances calculated on the general condition of the school, they were circulated to other District Boards as samples of a good method of working the new proposals. No definite instructions to adopt a similar procedure were issued, as it was felt that in view of the varying conditions of local circumstances the experience gained would be more valuable, if the Boards were allowed some latitude in the first year's working of the new system and if they were encouraged to adopt such rules as seemed to them most suitable to the circumstances of their own localities. It is hoped that the working of the different rules framed by the District Boards for regulating the distribution of the large amount of grants for Primary education will be fully discussed in the district and divisional reports next year.

20. *Continuation Schools.*—The object of the Government of India in starting these schools is thus explained:—

"It is highly desirable to encourage the establishment of 'Continuation Schools' (either day or night) so as to enable students to complete their education in branches of study which may have been neglected or not attempted. Such Continuation schools might be more or less connected with agriculture in rural districts and with industry and commerce in centres of trade."

21. In Bengal, the so-called Continuation schools should be more accurately described as Night schools, inasmuch as they mainly provide instruction at night in elementary subjects to day-labourers, etc., who are unable *to attend* Primary schools in the day time. It is to be hoped that some of them may develop in time into true Continuation schools, affording instruction in agriculture, commerce and other subjects of practical utility. The problem of their establishment on a satisfactory basis is not easy of solution, as fairly competent teachers are obviously necessary, and it is doubtful whether teachers who are employed in schools and tired with working throughout the day in other institutions, will be able to carry out such duties in Continuation schools successfully again in the night time.

22. The number of night schools returned from all the Divisions was 1,274 with 23,741 pupils during the year under report, against 1,082 with 19,516 pupils in the previous year. The increase is chiefly due to the establishment in the Presidency Division of "Continuation schools" with a special grant of Rs. 10,800 sanctioned out of the 10 lakhs imperial grant towards education made by the Government of India. In the returns that have been received it is stated that 125 pupils from such schools have passed the last Lower Primary examination. This in itself is distinctly satisfactory, but later on something more will be wanted. Separate tests indeed will probably have to be provided for such schools in the future.

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23. *School Post-offices.*—The number of school post-offices was 831 against 858 in the previous year, showing a decrease of 27. The system, however, has proved beneficial to the cause of education by supplementing the pay of deserving teachers. The Postal Department also utilises the services of a man in the village who is able and is willing to do its work at a cheap rate. Hence the system appears to be an advantage to both departments. Both the departments appear to have worked harmoniously during the past year. The Inspector of Schools, Chittagong Division, however, has made the following complaint in his divisional report for the last year:—

"If a post-office prospers, it is made an independent office, but a new school post-office is seldom encouraged. The money advanced locally as a guarantee against the loss of the Postal Department in opening a new office, is seldom returned, even if no loss is incurred. This is scarcely fair, as it acts as a serious impediment to the opening of a new office."

The Inspector of Schools, Rajshahi Division, reports that "one school post-master was sentenced to one year's rigorous imprisonment for criminal breach of trust."

24. *Inspection of Primary Schools by District Officers.*—Has been noticed in Chapter III—Controlling Agencies.

CHAPTER VII.—TRAINING SCHOOLS.

TRAINING SCHOOLS.

1. The following table compares the number of Training schools (*a*) for masters and (*b*) for mistresses, according to management, and the number of pupils attending them for the last two years:—

	1901-1902.										1902-1903.										PERCENTAGE OF INCREASE OR DECREASE.
	GOVERNMENT.		DISTRICT AND MUNICIPAL FUND.		AIDED.		UNAIDED.		TOTAL.		GOVERNMENT.		DISTRICT AND MUNICIPAL FUND.		AIDED.		UNAIDED.		TOTAL.		
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.
Training Schools for Masters	17	558	...	...	6	235	1	4	24	797	23	416	...	...	25	406	3	91	51	913	+108·1
Training Schools for Mistresses	...	...	...	...	8	477	1	11	9	488	...	...	...	...	9	543	1	15	10	558	+11·1
Total ...	17	558	...	...	14	712	2	15	33	1,285	23	416	...	...	34	949	4	106	61	1,471	+84

2. The total number of Training institutions, including Training schools for masters and mistresses, and the Kurseong Training College, increased from 33 to 61, or by 84·4 per cent., and their pupils from 1,285 to 1,471, or by 14·4 per cent. The increase is due to the starting of Training schools for Primary school teachers at each subdivisional head-quarters, and to the opening of classes in connection with the Brahmo Balika Sikshalaya, and at Benagoria, for the training of native mistresses. These schools form part of a large scheme for training teachers for the schools in Bengal, and are being paid for from funds provided from the 10 lakhs grant sanctioned by the Government of India for Educational Reforms in Bengal. An increase is shown in the number of institutions under each of the heads of management, viz., Government, aided and unaided. No training school was maintained, during the year, either by District or Municipal Boards. The increase of these schools under the head "Government" is due to the fact that some of the subdivisional Guru-training schools, which are under the direct control of the department, have been classed as Government Institutions, though they are, for all intents and purposes, nothing but schools aided by Government. All the four unaided training schools (three for males and one for females) have been returned from the Bhagalpur Division.

3. The following table compares the attendance and expenditure on Training institutions for the last two years :— TRAINING SCHOOLS.

Class of Schools.	Number of Schools.		Number of Pupils.		Expenditure, 1902-1903. From Public Funds.			From Private Funds.		Total.
	1901-02.	1902-03.	1901-02.	1902-03.	From Provincial Revenues.	From District funds.	From Municipal funds.	From fees and fines.	From other sources.	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Institutions for Masters—										
Government * ...	17*	23*	558	416	78,113	455	.....	64	30	78,662
Aided	6	25	235	406	3,936	.....	.....	.....	9,338	13,274
Unaided	1	3	4	91	.....	.....	.....	.....	300	300
Total ...	24	51	797	913	82,049	455	.....	64	9,668	92,236
Training Schools for Mistresses—										
Government ...	Nil	...	...	...	.....	.....	.....	.....	.....	.....
Aided	8	9	477	543	10,439	.....	.....	3,816	33,986	48,241
Unaided	1	1	11	15	.....	.....	.....	.....	270	270
Total ...	9	10	488	558	10,439	.....	.....	3,816	34,256	48,511
Grand total ...	33	61	1,285	1,471	92,488	455	.....	3,880	43,924	1,40,747
Total Expenditure for 1901-02.	...	...	...	...	97,549	373	.....	4,365	41,034	1,43,321

* Includes the Kurseong Training College.

Training Institutions for Masters.

4. *Training Schools for Masters.*—These schools are classified into three grades, viz., (1) first grade schools which are intended to prepare, with a two-years' course, head pandits of Middle schools; (2) 2nd grade schools, which train assistant teachers of Middle schools and head pandits of Upper Primary schools; (3) subdivisional Training schools which are intended to train the teachers of Lower Primary schools in the art of teaching. Candidates seeking admission into 1st grade training schools must have, as a rule, passed the Middle Scholarship examination or some higher one. Special concession is, however, made in the case of applicants for admission into the Training schools at Bankipore (Patna), Ranchi and Cuttack, in which cases a special examination for the admission of students is held by the head masters of the schools. Courses of studies are prescribed—(1) for the Training schools in Bengal Proper, (2) for the schools in Ranchi and Patna, and (3) for the school in Cuttack. The system of education in these schools has been remodelled in view of the reforms introduced in the Vernacular education given in Primary and Middle schools and also in the lower classes in High schools, under the scheme contained in the Government Resolution No. 1, dated the 1st January 1901.

5. *Expenditure on Training Institutions.*—The total expenditure decreased in Government Training institutions from Rs. 82,941 to Rs. 78,662, in aided training schools from Rs. 14,031 to Rs. 13,274, and in unaided Training schools from Rs. 1,200 to Rs. 300. The expenditure from Provincial Revenues on Government institutions decreased from Rs. 82,277 to Rs. 78,113, or by Rs. 4,164, but on aided Training schools it increased from Rs. 3,602 to Rs. 3,936, or by Rs. 334. The district fund expenditure increased from Rs. 373 to Rs. 455. The expenditure from other sources, including fees, also decreased from Rs. 11,920 to Rs. 9,732. The district fund expenditure of Rs. 455 was incurred on stipends paid to the pupils of the Motihari Training School. The amount of fees and income from other sources in Government institutions decreased from Rs. 213 to Rs. 64, and from Rs. 78 to Rs. 30, respectively.

6. *Examinations in Training Schools for Masters.*—The results of examinations of the first grade Training schools are shown in Appendix XI. The eight first grade Government Training schools and the aided Church Missionary Society's Training School at Krishnagar, sent up candidates for the Vernacular Mastership examinations. The total number of candidates from the six schools in Bengal Proper was 238, of whom 144, or 60·5 per cent., were successful. In the preceding year the number of candidates from these schools was 334, of

TRAINING SCHOOLS

whom 194, or 58 per cent., were successful. As the course of these schools has been reduced from three to two years during the year under report, no fair comparison of the passes in the different grades is possible; for three classes were examined in the year 1901-1902 as against two in the year under report. In the preceding year, altogether 261 candidates were sent up from the 1st and 2nd-year classes, of whom 128 only passed the examinations. The three Training schools at Patna, Ranchi and Cuttack sent up 83 candidates, of whom 53, or 63·8 per cent., passed, against 133 candidates in the previous year, of whom 112, or 84·2 per cent., were successful.

7. In addition to the first grade Training schools for vernacular teachers there are a few schools which have been established for some time which give a course of instruction of rather lower type. These schools occupy a distinctly anomalous position, and steps will shortly have to be taken to modify their courses of instruction and to generally improve them.

The course prescribed for the old lower grade Training schools at Cuttack and Balasore corresponds partly but not wholly to that prescribed for the 1st-year class of the first-grade Training school at Cuttack. The Training school at Motihari in the Patna Division qualifies in its lower class teachers for Upper Primary certificates, and in the upper class, the pupils are examined by a Committee of Deputy Inspectors of Schools under the general control of the Divisional Inspector of Schools, in a prescribed course which is a little higher than the upper primary and a little lower than the middle vernacular course. The third grade Training school at Daltonganj in the Chota Nagpur Division shows no sign of progress.

8. In recent years no systematic attempts have been made in Bengal to train gurus in the majority of Primary schools in proper methods of teaching, and in consequence the standard of work has been low. The new scheme of vernacular education recently introduced into Bengal, however, requires considerably higher qualities in the teachers, and hence serious attempts are being at present made to instruct gurus generally in the art of teaching. It was intended to establish a network of Guru-training schools, but at present one Guru-training school only in each subdivision has been sanctioned.

In these subdivisional Guru-training schools recently started, the guru pupils are trained chiefly in the art of teaching, and a practising class is attached for this purpose to each school. It will be necessary to prescribe a common course for these schools when the scheme is in fair working order and also possibly to institute some form of final test or examination at the end of this course.

9. *English Teachership Classes.*—These classes were all abolished during the year under report, but an examination was held for all masters who wished to qualify as trained teachers, but during the year only one candidate appeared who obtained a 1st grade Teachership Certificate (*vide* Appendix XII), while in the previous year 25 candidates appeared, of whom 9 were successful.

10. *Training College, Kurseong.*—This institution returned 15 students, of whom nine were female teachers who were all Europeans and Eurasians, while there were six male teachers who were all Indian masters (graduates) from native schools. Not a single European or Eurasian male teacher could be induced to attend the Training College. The course of studies for Indian masters extends over four or five months and includes (1) Art of teaching, (2) Discipline, (3) Organisation, and (4) Kindergarten methods. Female students remain under training for one year, and their course includes history, mathematics, &c., in addition to the four practical subjects mentioned above. The latter are allowed free board and lodging besides free tuition. At present, native teachers in Government service receive half-pay while under training. To make up for this loss of income, it has been arranged that the teachers trained at Kurseong should have preference at the selection of Examiners for the Vernacular Mastership and Middle Scholarship examinations for two successive years.

Training Institutions for Mistresses.

11. *Government Training Institution for Mistresses.*—The Kurseong Training College has been returned as a Training institution for males, but it should be noted, as stated above, that it is a mixed institution. Indeed, in the case of

European education it is doing work mainly, if not almost wholly, in connection with female education. TRAINING SCHOOL.

12. *Aided Training Schools for Mistresses.*—These schools increased from 8 to 9 and their attendance from 477 to 543. The increase is due to the opening, during the year under report, of a class for the training of native mistresses in connection with the Brahmo Balika Sikshalaya. The class, proposed to be opened in the Bethune Collegiate School, was not brought into proper working order until the close of the year.

13. *Unaided Training Schools for Mistresses* —There was only one unaided Training school for mistresses. The attendance at this school increased from 11 to 15 during the last year. It is a school for the training of native mistresses at Benagoria in the Bhagalpur Division, opened, but not subsidized, in the year under report.

14. *Expenditure on Training Schools for Mistresses.*—The total expenditure on aided Training schools for mistresses increased from Rs. 43,949 to Rs. 48,241. The expenditure from Provincial Revenues decreased from Rs. 11,670 to Rs. 10,439. Under fees, there was a decrease of Rs. 336, but the income from other sources increased from Rs. 28,127 to Rs. 33,986.

In the Unaided Training schools for mistresses, the total expenditure, which was met entirely from subscriptions, amounted to Rs. 270 against Rs. 1,200 in the previous year.

15. *Examinations of Training Schools for Mistresses.*—It is a matter of regret that no detailed account of the examination successes of any institution of this important class has been given in the divisional reports. Most of the Training schools for mistresses are situated in the town of Calcutta and compete at the Junior and Senior Teachership examinations which are held simultaneously with the examinations in the Calcutta standards for girls' schools.

16. *Qualifications of Teachers of Middle English, Middle Vernacular and Upper Primary Schools see Appendix XIII.*—The number of teachers in Middle schools (English and Vernacular) increased from 6,849 to 6,930, or by 1·2 per cent. only, though the number of these schools increased by 3·7 per cent. The number of graduate teachers in Middle schools was 9 (two M. A.'s and 7 B. A.'s) against one M.A. and 8 B.A.'s in the previous year. The number of teachers holding F.A. certificates decreased but slightly from 225 to 221. The number of teachers holding Entrance certificates increased by 3·7 per cent., and that of 1st grade vernacular masters by 1·2 per cent. Of the teachers in Upper Primary schools there were 2 B. A.'s and 3 F. A.'s. The number of teachers in these schools who have passed through Training schools and who hold Middle and Upper Primary examination certificates has distinctly increased.

17. *Oral Examination of teachers in English idiom.*—One of the most remarkable features in this section of work was the issue of a Government Notification and the enforcement, from the 1st of April 1903, of certain rules prescribed by Government for conducting an oral examination in the knowledge of English idiom and pronunciation in the case of teachers who have to teach through the medium of English in Secondary schools. All new teachers who are now appointed are subject to these rules. The interests of the existing masters of schools teaching through the medium of the vernacular also are affected by these rules, inasmuch as they will not be eligible for promotion to posts involving teaching in English or through the medium of English unless they have passed an oral examination in English idiom and pronunciation and secured certificates to that effect. Persons of the rank of Inspectors of Schools and Principals and Professors of colleges affiliated to the Calcutta University are the officers competent to hold this examination, provided they have been born and educated in Great Britain or Ireland, or in an English-speaking Colony.

CHAPTER VIII.—TECHNICAL EDUCATION.

1. This chapter deals with (1) Engineering and Surveying Schools, (2) Art Schools, (3) Industrial and Technical Schools, Reformatory Schools and other schools of miscellaneous character. All these institutions are classified in the General Tables as colleges for professional training and schools for special instruction. TECHNICAL EDUCATION.

Engineering and Surveying.

TECHNICAL EDUCATION.

2. *Civil Engineering College, Sibpur.*—The principal institution in Bengal for providing technical education in the ordinary sense of the term is the Sibpur Engineering College which has four departments (1) the Engineer Department, (2) the Apprentice Department, (3) Artisan class, and (4) Agricultural Department, the last of which has been returned in the General Table under the head "Collegiate Education" as a separate institution teaching Agriculture.

3. *Engineer Department.*—There were 95 students on the rolls of the Engineer Department against 90 of the previous year, showing an increase of five pupils. The number of Hindu pupils had increased, while the numbers of Eurasians and Muhammadans were even smaller than in the previous year.

4. *B. E. and L. E. Examinations.*—Altogether 27 students (including *ex*-students) appeared at the B. E. Examination. Of these, 13 only passed, five in the first division and eight in the second. There were no candidates for the L. E. Examination.

F. E. Examination.—Twenty-three candidates from the college and 18 *ex*-students presented themselves for this examination. Of these, 24 passed, two in the first division and 22 in the second.

5. *Admissions.*—Out of 136 applications for admission to this department, 47 were admitted into the first year class, of whom 13 left during the year and joined the Telegraph Department at Roorkee. The qualifications of the 47 students admitted were,—one had passed the B. Sc. Examination of the Allahabad University, and nine had passed the B. A. Examination of the Calcutta University in the B. Course; 35 were F. A.'s. and two had passed the High School Examination for European Schools. The average age of admission of Indian pupils has ranged from 17·4 years in 1888 to 18·9 in 1903.

6. The new conditions laid down in the Government order No. 1252E., dated the 4th April 1901, regarding the practical training of the students of this College who have passed the L. E. and B E. Examinations, came into effect for the first time with reference to the students who took their degrees in 1902. Of the thirteen pupils who then passed the B. E. Examination, the first six students in order of merit were taken by the Public Works Department for practical training. Two were trained by the Sanitary Engineer; one received practical training in Electrical Engineering in the College; three were placed for training on the East Indian Railway, and one on the Eastern Bengal State Railway. The Principal expresses the hope that the training thus given to the passed students by the Sanitary Engineer and by the Railway Companies, will be recognised by the Chief Engineer as equivalent to that of the Public Works Department, and that he will not refuse to countersign the certificate that a student practically trained on a Railway possesses the qualifications required of an Assistant Engineer, as his refusal would have an effect very prejudicial to the interests of the College.

It is hoped that the experiment started this year, for the first time, of placing students for practical training with the Railway Companies may result in their obtaining permanent employment with them.

7. No student in the year under report offered to undergo a practical course of training in a mine, and the Principal of the College anticipates that under the existing conditions no students will in the future volunteer for such training. Students complain that after two years' training in mining, they find themselves in no better situation for obtaining Government employment than their contemporaries who have worked for one year only in the Public Works Department. It is also stated that, of the total number of students trained in mines, not a single one has sought permanent employment in a mine, and that all except one have joined the Public Works Department.

8. *Apprentice Department.*—There were 183 students on the rolls on the 31st March 1903, against 169 of the previous year, of whom 151 were Hindus, 3 Muhammadans, 28 Europeans and Eurasians and one Parsee. Thirty-one (or about 94 per cent.) passed out of 33 candidates sent up to the Overseer Examination from the Apprentice Department. At this examination, four affiliated Technical schools at Burdwan, Pabna, Rangpur and Comilla sent up 33 candidates, of whom only 12 passed, Burdwan having passed two out of eight, Pabna three out of ten, Rangpur three out of five, and Comilla four out of ten candidates.

Of the 90 applicants for admission to the Apprentice Department, 57 only were taken into the 1st-year class in June. Of these 57 students, 40 hold Entrance certificates, two each had passed the High School and the Middle School examination for European Schools, and 13 had passed by standard VII. Four of the candidates who had passed from various. Technical schools, joined the 3rd-year class of the Apprentice Department of the Civil Engineering College in March. Two also came from the Dacca Survey School.

9. *Certificates.*—Altogether 49 certificates were granted during the year, eighteen as Foreman Mechanics and Upper Subordinates, 4 as third grade Overseers, and 27 as Sub-Overseers. Of these 11 were obtained by the students of the Apprentice Department, and 16 by those passing from affiliated Technical schools.

10. *Artisan class.*—This class is proving successful. The Turning and Fitting shop appears to be the most popular. Of the 35 students enrolled, 21 joined the Turning and Fitting shop, five the Foundry, two were blacksmiths and seven carpenters. They received stipends given by the Howrah District Board and by Government. The total value of the work done by them amounting to Rs. 130 has been placed to their credit in the college accounts. There were also three European and Eurasian lads who worked in the artisan shops, marking time for the formation of the new 1st-year apprentice class. Only one certificate was issued to an artisan who had completed his course of training in the shops.

11. *Agricultural Department.*—There were altogether 21 students in this Department against 12 students, including special pupils, in the preceding year. Of these, 15 were in the 1st-year and six in the 2nd-year class. At the final examination of the 2nd-year class which took place in November 1902, all the students passed. All the 15 students passed the annual examination of the 1st-year class and were promoted to the 2nd-year class. Of the six students of the 2nd-year class who passed the final examination, two obtained appointments guaranteed by Government, the 3rd and 4th are believed to be still unemployed, while the 5th and 6th have been appointed to agricultural teacherships in Zilla schools.

The 1st-year students attended the Bengal Veterinary College for the course of 48 lectures during the month of April. They were absent for three weeks during which time their lectures in other branches were suspended. A new procedure in this respect has recently been introduced, which it is believed will be a very great improvement on the former practice. In future the Lecturer on Veterinary Science will come to Sibpur to deliver his lectures.

12. *Accountship Examination.*—The 4th grade Accountantship Examination was held in July. Of the 138 candidates, 131 actually appeared, of whom 16 only passed. Two of the passed candidates being above 25 years of age, were debarred from employment in Government service, though they were granted certificates of being qualified as 4th grade Accountants. This was the first instance in which outside candidates over 25 years of age were admitted to this examination.

13. *Examination for Pleaders in Surveying.*—This examination for Pleaders was held at Sibpur, Patna, Cuttack and Dacca. At the examination held in February 1902, eighty-nine pleaders appeared of whom 85 passed. At the examination held in February 1903, eighty-four pleaders appeared at the four centres, of whom 78 were successful. The candidates were tested in prismatic compass work, chain survey, plane tabling, and plotting of maps.

14. *Discipline.*—There were no very serious breaches in discipline in the Sibpur College classes during the year. Only one Christian boy was expelled for insubordination.

15. *Health.*—From the report of the College Medical Officer, it appears that the College was even more unhealthy than in the previous year. The Principal is regrading the bed-level and is remodelling the outlet sluice, with a view to improve the sanitary condition of the College.

16. *Workshops.*—The market value of the work executed in the College workshops during the last year was Rs. 13,358. Considerable progress has been made in the construction of a new steam launch for the College.

17. *Electrical Department.*—There were 13 students in this Department on the 31st March 1903, viz., six apprentices who completed their training in July 1903, six junior apprentices and one B. E. student who is undergoing a year's

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practical training in this Department. The only European student in this class who left with an overseer's certificate, obtained a good post. The Principal reports that it is difficult to arrange for outside employment for native students in this department, as they prefer Government service even to more remunerative posts in private employment.

18. *Hostels.*—Hostels were attended by 296 College students, of whom 255 were Hindus and 41 Christians. The Hindu mess cost Rs. 17,117 and the Christian mess Rs. 8,758 during the year. It is worth noticing that the whole cost of messing was met from fees.

19. *Expenditure on the College.*—The expenditure incurred during the year 1902-1903 on the several Departments of the College, excluding the Agricultural class, was Rs. 1,50,624, of which Rs. 1,26,645 was met from Provincial Revenues and Rs. 23,979 from fees. In the previous year the cost was Rs. 1,49,335, Rs. 1,26,071 being met from Provincial Revenues and Rs. 23,264 from fees. The Agricultural Department cost Rs. 9,061, of which Rs. 8,581 was met from Provincial Revenues and Rs. 480 from fees. The expenditure in the previous year on this class was Rs. 11,661, of which Rs. 11,390 was met from Provincial Revenues, and Rs. 274 from fees.

20. *Buildings.*—A new isolation ward for infectious diseases has been built to replace an old thatched shed previously used for this purpose. Quarters have also been built for two additional foremen. The Metallurgical Laboratory is nearly finished. Other improvements have been taken in hand.

21. *Visits to Technical Schools.*—Visits of inspection were paid by the Principal of the College during the year to the Technical schools at Pabna and Ranchi and to the Survey school at Dacca.

22. *Bihar School of Engineering.*—The number of students returned on the 31st March 1903 was 105 against 110 in the previous year, 67 being in the Overseer class and 38 in the Amin class. Of these, 83 were Biharis (Hindus and Muhammadans), 20 domiciled Bengalis, 1 Hindu from the United Provinces of Agra and Oudh, and 1 European.

23. *Admissions.*—The number of admissions in July 1902 was 100, of whom 48 joined the Overseer Department and 52 the Amin class.

24. *Examinations.*—The 1st- and 3rd-year examinations were for promotion to the higher classes while the 2nd-and-4th-year examinations were held for Sub-Overseer and Overseer certificates, respectively. At the Overseer examination there were 9 candidates, of whom 6 passed, and at the Sub-Overseer examination, 23 passed out of 32 candidates.

At the final examination of the Amin class there were 32 candidates, of whom 15 only were successful.

25. *Buildings.*—For the construction of a hostel a Government grant of Rs. 30,000, supplemented by a similar sum from the invested capital of the school, was sanctioned during the year. Land adjoining the school compound has been acquired, and plans of the building are already in the hands of the Executive Engineer, Bankipore. Plans for the construction of quarters for the Superintendent of Shops have been approved. The cost is to be met from the invested capital.

26. *Practical survey work.*—The 1st- and 2nd-year class overseer students did their practical surveying in Bankipore and the 3rd-year class at Dehri. The Principal reports that great difficulty is felt by the students during the survey season for want of tents. The students of the 3rd-year, while at Dehri, visited the head works of the canal and the local workshops, and the 4th-year class students visited the Railway workshops at Jamalpur, under the guidance of the Superintendent of the workshops.

27. *B Classes.*—Seven students joined the 1st-year B class in this school; of these, three subsequently joined the A class in the Patna Collegiate School. The four students who continued in the B class all passed the annual examination in Engineering and Carpentry.

28. *Workshops.*—During the year under report several machines were supplied to the workshops from the Civil Engineering College, Sibpur.

29. *Health.*—Two students belonging to the Amin class died from plague.

30. *Discipline.*—Has been good throughout the year in the Overseer classes. Two students of the Amin class were turned out of the examination-room for using unfair means, one of whom was rusticated for a year.

31. *Expenditure.*—The total expenditure on this school amounted to Rs. 27,388, of which Rs. 1,725 was met from fees, Rs. 1,141 from workshop earnings, and the rest (Rs 24,522) from Provincial Revenues. The expenditure in the previous year was Rs. 22,576 from Provincial revenues, Rs. 1,606 from fees and Rs. 2,047 from other sources. The total cost of educating each pupil during the year under report was Rs. 194, of which Rs. 174 was met from public funds. In the previous year, the total cost of education of each pupil was Rs. 257, of which Rs. 221 was borne by the State. The decrease in the average cost during the last year was due to the increase in the average monthly roll number.

32. *Dacca Survey School.*—The number of students on the rolls on the 31st March 1903 was 119 against 104 in the previous year. Of these 100 were Hindus, 16 Muhammadans, 2 Brahmos and 1 Buddhist. The monthly average roll number was 140.

At the Sub-Overseer examination held in February 1903, there were 13 candidates, of whom 11 passed. At the Survey Final examination, held in May 1902, 59 candidates appeared, of whom 42 were successful.

At the Aminship examination, 45 candidates appeared, of whom 42 passed and were awarded Amin Certificates.

33. *Expenditure.*—The total expenditure during the year was Rs. 18,951, viz., Rs. 14,583 from Provincial Revenues, Rs. 3,041 from fees, and Rs. 1,327 from other sources, while of the total expenditure of Rs. 16,358 in the previous year, Rs. 12,254 was met from Provincial Revenues, Rs. 2,609 from fees, and Rs. 1,495 from other sources, including the workshop proceeds of Rs. 1,087. The total annual cost for educating each pupil was Rs. 135 in the last year against Rs. 129 in the previous year.

34. The Chairman of the Dacca Municipality has been utilising, during the year, with the consent of the Education Department, the services of the Dacca Survey School in making a detailed survey of the town.

35. *Cuttack Survey School.*—The number of students on the rolls on the 31st March last was 96 against 93 on the same date of the previous year.

Examinations.—The Final examination of the 2nd-year class was conducted by the Executive Engineer of the Mahanadi Division. Of the 39 candidates, 13 were successful.

At the Annual examination of the 1st-year class, out of 50 students 31 were successful. Of the successful students, 6 Uriya boys were awarded monthly scholarships of Rs. 5 each, with free tuition.

Field work.—The students of the 1st- and 2nd-year classes received instruction in field work from November 1902 to February 1903. The 2nd-year students were also given instruction in practical work, such as the construction of roads, buildings, culverts and earthworks.

Discipline—Was on the whole well maintained. A student of the 1st-year class was expelled for using unfair means at the annual examination of this class.

36. *Expenditure.*—The total expenditure incurred on this school during the year under notice was Rs. 5,106, of which Rs. 3,952 was met from Provincial revenues and Rs. 1,154 from fees.

37. *Angul Survey School.*—There is an aided Survey School at Angul, which was attended by 21 pupils on the 31st March 1903, against 18 in the previous year. It is maintained chiefly from the primary funds, from which it received Rs. 413 against Rs. 418 during the preceding year. The amount of fee receipts was very small, being Rs. 7 in the last year and Rs. 2 in the year preceding.

Art and Industry.

38. Four such schools were returned as having been at work during the year, three from Calcutta and one from the district of Jessore in the Presidency Division. Art schools are intended to teach Fine Art, including Drawing and Painting and also the industrial applications of art. The Art Schools at Calcutta generally teach such subjects, and as such, they deserve to be called by the name of Schools of Art. But the school at Jessore teaches only the art of weaving, which properly comes under the head of "Technical Education," and it should have been classed as a Technical School and not as a School of Art.

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Besides, the Jessore school was attended by only three pupils, though it cost during the year Rs. 190 (or Rs. 63 per pupil) to the District Board. The attendance was very small at the beginning, but it is hoped that it will gradually increase, and that by the quality of instruction given and by an improved attendance, a more adequate return may be obtained for the amount spent from public funds.

39. *Government School of Art.*—The attendance of this school shows an increase from 228 in 1901-1902 to 230 in the year under review. The total expenditure during the year was Rs. 29,427 of which Rs. 25,099 was paid from Provincial Revenues and Rs. 4,328 from fees, while the expenditure in the preceding year was Rs. 34,528 from Provincial Revenues and Rs. 4,005 from fees. The absence of the permanent Principal on leave during the whole of the year 1902-1903 is the cause of the decreased cost to Provincial Revenues.

The great majority of the students (216) attended Division I.—the Practical or Industrial side. The students of the Artizan class, admitted on reduced fees, numbered 27.

40. *Division I.*—The practice in drawing and painting is now more systematic. The main object aimed at in the curriculum of the school, is the practical application of art to decoration. Mr. Havell, the Principal of the School of Art, reports that this system has proved so far successful, that several passed students have conjointly started a firm in Calcutta for undertaking stencelling, lacquer work, fresco decoration, and other kinds of decorative painting. It is believed that their venture promises to be successful.

41. *Advanced Design Class—Fresco.*—The old Indian process of fresco work is now taught in the school. Some students trained in this branch decorated a room in the house of a native gentleman in Calcutta. The Principal regrets that no fair trial has been given to this process by the Public Works Department, though it has many sanitary and artistic advantages.

42. *Lacquer work.*—The students executed a considerable amount of lacquered decoration for Government House at Shillong. A large lacquered screen, designed in the class under the supervision of the Principal, and executed entirely by the students, was exhibited at the Delhi Durbar Art Exhibition. A bronze medal was awarded for this work.

43. Three teachers and eight students were sent to the Delhi Durbar Art Exhibition to study the exhibits.

44. *Division II or Fine Art Section.*—The work of drawing and painting from "life," "still life," &c., was carried on by the students of this division. Babu Abanindra Nath Tagore, a student of great original talent, was awarded a silver medal at the Delhi Durbar Art Exhibition for an original painting entitled "The Last Hours of Shajehan." The work of this Indian painter was reproduced in "The Studio," which is one of the leading European Art magazines.

At the examination of this school in Division II there were 31 candidates, of whom 21 passed, 9 in the 1st class and 12 in the 2nd class, viz.,—3 in drawing a full figure from life, 2 in painting the full figure from life, 3 in painting a head from life, 2 in painting a head from a cast, 5 in painting still life, 6 in head-study from life.

45. *The Art Gallery.*—The gallery was under the charge of Mr. O. Ghilardi, while Mr. Havell was away on furlough from April 1902 to March 1903. It was open to the public on 179 days in the last year, against 225 days in the previous year; the decrease was due chiefly to the fact that the quadrennial repairs of the School buildings, &c. were executed during the year. The number of visitors during the year was 13,700 against 14,050 in the previous year. Of the visitors, 2,572 were Europeans, 275 Muhammadans, and 12,953 Hindus.

No considerable addition appears to have been made to collection of Art exhibits in the Gallery during the year.

Technical Schools.

46. These schools are intended to impart instruction required "for the training generally of skilled workers in their own professions, arts, or trades." Under this head, therefore, come chiefly (1) "Industrial schools," (2) Commercial schools, and (3) Agricultural institutions, &c.

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47. In this direction of the work of the Department little progress or improvement has been made during the year. A special Committee on Industrial and Technical schools which was appointed by the Government of India, has submitted its report to that Government, after investigating the question over the whole of India. The Government of India's Resolution on this report is now being awaited to determine the scope and nature of the work in these schools in future.

48. *Industrial Schools.*—In the year under report these schools numbered 25 with 701 students, against 26 with 756 students, showing a decrease of one school and of 55 pupils. Of the 25 schools returned last year, one was a Government institution at Ranchi, six were managed and maintained by District Boards, 16 were aided by Government or by District or Municipal Boards, and two were unaided schools.

49. *Government Industrial School.*—(*1*) *The Ranchi Industrial School.*—The number of students increased from 50 in 1901-1902 to 52 during the year under report. These do not include the students of the B Class of the Ranchi Zilla School, who learn manual work in this Industrial School. All the pupils were aborigines from Chota Nagpur, and with one exception they were all Christians. The students get stipends, the rate varying from Re. 1 to Rs. 3 a month. They are taught carpentry and blacksmith's work, carriage-painting, free-hand drawing, practical geometry, and elementary arithmetic, in addition to a little reading and writing.

The expenditure on the school is met from Provincial Revenues supplemented by the interest on the assets of the Chutia Fair Fund, and from the sale-proceeds of the articles manufactured in the school. The school cost during the year Rs. 2,372 to Provincial Revenues, against Rs. 1,531 in the previous year. The net income from sale-proceeds during the year decreased from Rs. 1,046 in 1901-1902 to Rs. 362, which is not satisfactory. The cost to public funds for the education of each pupil has, therefore, increased from Rs. 34-0-4 to Rs. 44-12-1.

50. *Board Industrial schools.*—The six Board Industrial schools are situated one each in Burdwan, Rangpur, Boalia, Pabna, Mymensingh, and Comilla.

51. *Burdwan Technical School*—Was attended by 29 students. It has been removed to a more suitable house lent by the Burdwan Raj. It has two departments—(1) the Apprentice Department, teaching up to the Sub-Overseer standard of the Sibpur Civil Engineering College, and (2) the Artisan class which teaches carpentry and blacksmith's work. No fee is levied from the students of the Artisan class, but there are three monthly stipends of the value of Rs. 2 each paid by the Burdwan Raj. Eight candidates were sent up to the last Sub-Overseers Examination, of whom two passed; while in the previous year three passed out of ten candidates sent up. The total expenditure on the school during the last year amounted to Rs. 2,396, of which Rs. 1,646 was paid from the District Fund. The annual cost to public funds of the education of each pupil of this school was Rs. 60-13-5.

52. *Rangpur Industrial School*—Was attended by 94 students during the year. It received Rs. 1,200 from Provincial Revenues and Rs. 1,168 from the District Fund. It has three departments—(*a*) the Apprentice Department, (*b*) the Amin Department, and (*c*) the Artisan Department. The annual cost of education of each pupil, met from public funds, was Rs. 21, the total cost being Rs. 51. Five students appeared at the Sub-Overseer's Examination, of whom three were successful. In the previous year, the school passed two out of five candidates sent up to this examination.

53. *The Diamond Jubilee Sericultural School at Rampur Boalia.*—The roll number on the 31st March last was 11 only, against 12 in the preceding year. Of these ten were holders of stipends—eight paid by the District Board of Rajshahi, one paid by the Malda District Board to a pupil from that district and one paid by a zamindar of Puthia. The school received Rs. 228 from Provincial Revenues and Rs. 499 from the District Funds. The school is divided into two sections—(*a*) Sericultural, and (*b*) Technical. The total annual cost of educating each pupil amounted to Rs. 56, which was wholly met from public funds.

54. *Pabna Technical School*—Consisted of three departments—(*a*) the Apprentice Department attended by 41 students, (*b*) the Amin Department attended

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by 30 pupils, and (*c*) the Artisan Department attended by 4 pupils. The total expenditure amounted to Rs. 5,147, of which Rs. 600 was paid from the Provincial revenues and Rs. 1,258 paid from the District fund. The discipline of the school, which appears to be very lax, should be closely watched, and steps must be taken to improve it.

55. *Mymensingh Technical School, or the Kasi Kisor Technical School*—Had 12 pupils on the 31st March last, against 13 pupils in the previous year. The total expenditure rose from Rs. 1,491 in 1901-1902 to Rs. 2,633 in the year under report. Of the total expenditure, Rs. 225 was met from the interest of the Kasi Kisor Endowment Fund, Rs. 1,798 from the District funds, and Rs. 835 from other sources including the sale-proceeds of the articles manufactured in the school. This institution has been affiliated to the local zilla school under the scheme of bifurcation of studies. Carpentry forms the principal subject of instruction. The teaching of weaving by fly-shuttle looms was experimentally introduced last year. Two senior artisans appeared at the second-year examination, and both of them passed. The results, however, do not appear at present to be commensurate with the large expenditure incurred on this school.

56. *The Elliott Artisan School at Comilla.*—The number of students increased from 46 in 1901-1902 to 51 in the year under report. Its expenditure also increased from Rs. 7,320 to Rs. 7,863 during the year. Of the amount of Rs. 5,612 spent by the District Fund, Rs. 800 was contributed from the Provincial revenues and placed at the disposal of the District Board. The school is divided into two departments for apprentices and artisans, respectively. Of the 22 pupils attending the Artisan class, 9 learn carpentry, 4 blacksmiths' work, 7 tinsmiths' and 2 weavers' work. Ten boys of the Apprentice Department appeared at the Sub-Overseers examination, of whom 5 passed, against 6 in the previous year. There is still considerable room for improvement in this school.

57. *Aided Technical Schools.*—The number of Technical schools aided from public funds remains stationary, but their attendance has declined. Of the 16 aided schools, Burdwan Division returned one school, the Presidency and Orissa Divisions and the town of Calcutta returned two schools each, and the remaining nine were returned from the Chota Nagpur Division. There were also two unaided technical schools with 31 pupils returned from the Chota Nagpur Division. Of these, the following schools deserve brief notice:—

58. *The Midnapore Technical School.*—The number of its students decreased from 30 to 11, the decrease being due partly to the abolition of its Amin class and partly to want of proper accommodation and of necessary appliances. There was no candidate last year for the Sub-Overseer examination. At the B class examination, four students were sent up, of whom one only passed. The present condition of the school is not satisfactory. It received Rs. 850 from Provincial revenues and Rs. 1,098 from the District Fund during the last official year. The total expenditure during the year amounted to Rs. 2,454. The total cost per pupil was Rs. 136-5-4, of which Rs. 108-3-7 was paid from public funds. The cost seems to be too high.

59. Of the two schools returned from the Presidency Division, (1) the school at Kaorapukur in the 24-Parganas, which is under the management of the London Missionary Society, was attended by 19 pupils, learning joinery and *duri* making and it received Rs. 360 from Provincial revenues during the year; and (2) the school at Murshidabad which was attended by 17 pupils learning *bidri*-making and carpentry. It received Rs. 144 from the Municipal funds. It is reported that "the school exists in name only," and that no students have ever been known to come out of it with anything like proficiency in any of the handicrafts taught in the school.

60. In the Presidency Division there are (though not returned) some other Technical schools, such as the Teghoria School, the schools for the children of the mill operatives at Kakinara in the 24-Parganas, the Mission school at Chapra in the Nadia district, and the Ramkrishna Orphanage in Murshidabad. These are all doing useful work.

61. It should be mentioned that the Krishnagar District Board has sent a young potter who has read up to the Entrance standard, to the Bombay School of Art to receive training in drawing and designing. He has entered

into an agreement with the Board that after the completion of his education at Bombay, he will serve the Board on Rs. 25 rising to Rs. 40 a month as a teacher of drawing and designing for twice the number of years he will spend under tuition in Bombay, or will establish a factory of glazed ware in the Nadia district and continue to work it for a similar length of time. The whole cost (Rs. 29 a month) of his education in Bombay is borne by the District Board. TECHNICAL EDUCATION.

On similar conditions the Boards of other districts may, with advantage, follow the course adopted by the Krishnagar Board, and endeavour to improve other indigenous industries and industrial arts.

62. Of the two aided technical schools in Calcutta, (1) the Oxford Mission Industrial school had 43 pupils on its rolls, and (2) the Bengal Technical school 21 pupils. The former received Rs. 300 from the Grant-in-Aid Fund, and the latter Rs. 75 from the Municipal Fund. The total expenditure on the former was Rs. 4,068 and that on the latter Rs. 110. The Calcutta Report does not mention in what subjects the students of these two schools received practical training, and what class of people they represented.

63. The two aided schools in the Orissa Division were returned from the district of Balasore, viz., the Santipur and Alalpur Industrial Schools. The former is under the management of the Free American Baptist Mission, and teaches shoe-making, carpentry, pottery, and mat-making, and weaving with the aid of the fly-shuttle loom. It had 25 pupils on the rolls and received Rs. 80 from the Balasore District Board. The Alalpur school had 22 pupils and received from the District Fund Rs. 120 during the year. It teaches only carpentry. The Cuttack District Board has provided some scholarships tenable at the Sibpur Engineering College, at the Bengal Veterinary College, and at the Jobra Workshop in the district, for the technical education of its young men.

64. The Chota Nagpur Division returned 11 technical schools, 9 aided and two unaided. The schools in Baniadihi, Chitrapur and Bagda are in the Hazaribagh district. Silli, Baranda, Bundu and Patrahata (unaided) are in Ranchi, Jhalda in Manbhum, and Ghatsila, Chaibassa, and Bend (unaided) in the district of Singhbhum. The aided schools received small grants either from the District Fund or from the departmental primary grant. Most of these schools teach blacksmiths' work. Three of these schools deserve special mention: (1) the school at Baniadihi, formerly located at Giridih, had 40 pupils on the rolls. It received during the last year Rs. 1,380 from the East India Company and a stipend at the rate of Rs. 10 a month from the District Fund; (2) the Ghatsila school had 11 pupils and it teaches carpentry. The total expenditure on the Ghatsila school amounted to Rs. 531, of which Rs. 465 were paid from the Provincial revenues and Rs. 66 from the Dhalbhum estate or other sources; (3) the Chaibassa school under the Anglican Mission had 16 pupils against 9 in the previous year. It received a monthly grant of Rs. 32 from Provincial revenues; it teaches carpentry, wood and stone-carving. The Superintendent, Revd. A. Logsdail, takes keen interest in the school.

Reformatory Schools.

65. The Reformatory schools at Alipur and Hazaribagh have continued to work under the control of this department. A combined annual report on the working of these two schools has been duly submitted to Government. The Inspecting officers of the Education Department keep a regular watch over the boys released from these schools. At the last Lower Primary Scholarship examination, 9 inmates of the Hazaribagh school appeared, all of whom were successful. There has been very great improvement in the teaching of educational subjects in the Hazaribagh school. Formerly the school subjects were entirely neglected. The boys in the Alipur School did not compete at any of the primary examinations, though they are taught up to the upper primary standard.

Miscellaneous Schools.

66. "Music schools," "Schools for the Deaf and Dumb" and for the "Blind" chiefly come under this category. Of these classes very few schools exist. In the case of schools for the blind specially it is very difficult to

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persuade parents to send their blind children to school. The Calcutta Deaf and Dumb School continues to do good work. It has lately been aided by Government to a considerable extent and has acquired land and is now erecting a house of its own.

67. Recognised "Tols" or "Sanskrit schools" which are also shown as "Other schools" under the head of "Schools for special Instruction" in General tables III and IV, have been dealt with in Chapter IV—Collegiate Education, in accordance with the practice adopted by Mr. Cotton in the third Quinquennial Review of the Progress of Education in India from 1892-93 to 1896-97.

CHAPTER IX.—FEMALE EDUCATION.

FEMALE EDUCATION.

1. THE statistics of this chapter mainly deal with the education given during the year 1902-1903 to female pupils attending Secondary and Primary schools for Indian pupils, as the progress of female pupils attending schools for European education, Arts and Professional colleges and special and private institutions has been separately discussed in the chapters dealing with these special subjects.

2. *Number of Girls under instruction.*—The following table compares the number of girls in these schools for the last two years:—

	1901-1902.		1902-1903.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	2	247	6	424
Ditto District or Municipal Boards	1	52	2	95
Aided by Government or by District or Municipal Boards.	2,180	49,935	2,888	63,588
Unaided*	499	8,940	534	9,176
Total ...	2,682	59,174	3,430	73,283
Girls in boys' schools ...	...	38,788	...	44,954
GRAND TOTAL ...	...	97,962	...	118,237
Deduct boys in girls' schools ...	...	1,912	...	2,068
Net number of girls ...	...	96,050	...	116,169

* Including schools in Native States.

3. The number of schools and the attendance at them have both very considerably increased—the former from 2,682 to 3,430 or by 27·8 per cent. and the latter from 59,174 to 73,283 or by 23·8 per cent. This highly satisfactory result is undoubtedly due to the steps taken with a view of improving and fostering female education in Bengal by establishing model primary schools for girls in the several districts of the Province, and one school of a higher stage at Chittagong, and also by appointing Hindu and Muhammadan female teachers for the extension of zenana education among the Hindus and Muhammadans respectively.

4. The number of schools shown in the above table as managed by Government increased by four, owing to four model primary schools for girls, recently started in the Chittagong Division, having been classed as "schools managed by the Department," though instructions were issued to class them as schools aided by the Department.

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5. The following table gives the number of girls attending Secondary and Primary schools of different classes, both for boys and girls for the years 1889-90 and 1895-96, and for the last four successive years:—

Year.	High English.	Middle English.	Middle vernacular.	Upper Primary.	Lower Primary.	Total.
1889-90	490	342	2,053	12,146	62,213	77,244
1895-96	480	268	1,697	10,082	88,246	100,755
1899-1900	569	208	1,366	10,449	82,573	95,165
1900-1901	539	195	1,702	10,940	79,341	92,717
1901-1902	548	179	1,872	12,199	81,252	96,050
1902-1903	631	248	1,648	12,227	101,415	116,169

6. Although the figures in the above table show a most gratifying increase under almost all heads during the last year, it is hardly possible to say at present that the people of Bengal evince any real interest in female education, or that they as a whole in any way appreciate its value. It will require years of patient and continued effort on the part of Government and of local effort, before the subject of female education in Bengal will be thoroughly understood by those for whose benefit it is intended. It may be again repeated that until female education is placed on its proper footing, male education also will not show its most important results.

7. It will be noted that the attendance in middle schools, *i.e.*, schools in which girls do a little more than learn the "3-Rs." shows practically no sign of increase, proving the general and perhaps great reluctance of the orthodox classes of Hindus and Muhammadans to allow their daughters to continue their studies after they have reached a marriageable age, which may be taken to be between 9 and 12 years. The Department is, however, sparing no efforts in devising schemes for creating in females of the orthodox classes a real taste for education by assisting the spread of zenana teaching with liberal grants from Provincial Revenues. It is to be hoped that if such a feeling is created, not only will the number of female pupils attending schools increase, but also that such pupils will remain to a later age than they do at the present time.

8. It is perhaps a hopeful sign that the Department has been able to secure the services of some female teachers from the orthodox classes of Hindus and Muhammadans, who have been appointed during the last official year to assist in the work of zenana education. Many more such teachers could however, be employed, if qualified teachers of this class could be secured.

9. *Expenditure on Schools for Girls.*—The expenditure from Provincial Revenues (Appendix XVI) has increased from Rs. 81,592 to Rs. 92,812 or by 13·7 per cent. The expenditure from district funds has also increased considerably from Rs. 39,759 to Rs. 65,464. The expenditure from municipal funds increased slightly by Rs. 122 only. The expenditure from local sources on the other hand decreased, though the fee-receipts showed a little increase. The total expenditure from all sources, however, increased by Rs. 30,684, which is most satisfactory. Native States contributed Rs. 2,212 towards female education in their states during the last year. This appears to be a most inadequate sum.

10. *Classification of Schools for Indian Girls.*—High schools increased from six to seven owing to the opening at Chittagong of one high school for Indian girls in the last year. Their attendance also increased from 548 to 611.

There were no Middle English schools for girls in the preceding year, but one school that was returned as such during the year from the Presidency Division was classed as a middle vernacular school in the previous year. It is under the Church Missionary Society at Krishnagar. The expenditure on the school was Rs. 4,772—Rs. 210 from Provincial Revenues and Rs. 4,562 from subscriptions.

The number of Middle vernacular schools for girls decreased from 24 to 21. The decrease took place in the town of Calcutta and in the Presidency,

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Chittagong, and Bhagalpur Divisions which lost one school each, while a new school has been returned from the Chota Nagpur Division.

The number of upper primary schools for girls increased from 186 to 189, but their attendance has shown a decrease. The lower primary schools for girls show by far the most satisfactory results and figures, for they have increased considerably both in number and attendance, the former from 2,466 to 3,212 or by 31·0 per cent. and the latter from 48,411 to 62,756 or by 29·6 per cent. The increase in the number of schools and of pupils took place in all the Divisions except in the Orissa Tributary Mahals, which lost one school with 12 pupils. These facts represent one of the most satisfactory features in the whole educational history of Bengal during the year under review.

11. *Results of Examinations.*—Out of 22 female candidates sent up to the last Entrance examination from schools for Indian girls ten passed, six from Calcutta and two each from Dacca and Patna. Of the successful girls, two are Native Christians, two Brahmans and six non-Brahman Hindus. At the Middle Scholarship examination, out of 116 candidates, (including four private candidates of whom all passed) 70 girls were successful. Out of 440 candidates who appeared at the Upper Primary examination, 217 or 49 per cent. passed. At the Lower Primary examination, the number of female candidates was 1,723, of whom 1,268 or 73·5 per cent. were successful. The above figures include the results of the examinations by the Calcutta standards which are respectively equivalent to the middle, upper or lower primary standards for boys' schools, and as such, these do not require to be separately dealt with in detail. The report, furnished by the Inspectress of Girls Schools, who undertakes these examinations, shows that at the different standard examinations, 350 girls altogether passed, 280 of the girls coming from Calcutta and 70 from mufassal districts. In the previous year, the number of girls passed at these examinations was 512, of whom 381 appeared from Calcutta and 131 from outside. The result in the year under review, therefore, appears to be unsatisfactory.

At the Teachership examinations (junior and senior) held simultaneously with the examinations in girls' standards, just referred to, 16 passed by the senior teachers' standard and 18 by the junior, as against 4 and 14, respectively, of the preceding year. These numbers are more satisfactory.

12. *Steps taken to increase the supply of female teachers.*—Classes for the training of native mistresses were opened during the year under review in connection with the Bethune Collegiate school, the Brahmo Balika Sikshalaya and in several Mission schools for females, which were aided with liberal grants from the Provincial Revenues. Grants to missionaries have been doubled in some cases, on condition that an increased amount of work in the training of female teachers is promised.

13. As several reforms have been introduced in this section of work by starting (1) Model schools for girls, (2) by opening classes for training of Native Mistresses in connection with Secondary schools under Government and under Native and Missionary managements, and (3) by appointing orthodox Hindu and Muhammadan female teachers for the spread of zenana education, the time appears to have come for the department to collect and to embody in a register all the available statistics of the female teachers of girls' schools. This register would also give a detailed statement of their qualifications. Such a list of trained and of really good teachers, if now commenced and kept up, will in the future be complete, and there will not be the difficulty in preparing such a list as is found to be the case with the male teachers at the present time.

14. Several Missionary bodies and also Associations like the Uttarpara Hitakari Sabha are earnestly working in the field of female education, and they deserve the best thanks of Government and of all the Indian community for their efforts, but it is to be regretted that the result of this most laborious work is not yet commensurate with the zeal, earnestness and devotion to work which is displayed, and that it leaves still much to be desired both in quantity and quality.

15. Mrs. Moorat who is acting temporarily as the only Inspectress of Girls Schools in Bengal, and who at present inspects schools in various districts of the Province, under my orders, according as any necessity may arise, has, during the year, examined several girls' schools situated in and near Calcutta, and in many outlying districts. The number of girls' schools in various parts

of the Province has considerably increased of late, and for their efficient inspection, an Inspectress of Schools with special training as an Inspectress, and with trained administrative capacity and who will be the Chief Inspectress of Girls Schools, has been indented for from England. Such an Inspectress will, it is hoped, do much to put female education in Bengal on a satisfactory footing. FEMALE EDUCATION.

CHAPTER X.—EUROPEAN EDUCATION.

Chiefly written by WILLIAM W. HORNELL, ESQ., B.A., *Officiating Inspector of European Schools, Bengal.*

1. There are 79 European schools in the Province. Of these, two are Government schools (one for boys and one for girls at Kurseong), 63 are Government-aided and 14 are unaided. The increase of three schools over last year is accounted for by the opening of one pay and one free school at Sealdah under the control of the Loretto Sisters, and of a Railway school at Kharagpur. EUROPEAN EDUCATION.

2. At the close of the year there were 8,332 scholars on the rolls, 273 being in Government schools, 6,582 in aided schools, and 1,477 in unaided schools.

Over half of the total number of scholars attend Roman Catholic schools, about 19 per cent. attend the Church of England schools, and about $3\frac{1}{4}$ per cent. the Government schools. The rest of the scholars attend either schools superintended by other smaller religious bodies or undenominational schools.

3. *Expenditure on European Education, (see Appendix, Table XVII).*—The total expenditure upon European education in Bengal in 1902-1903 amounted to Rs. 18,43,023, towards which Government contributed Rs. 3,21,271, that is, 17·4 per cent. of the whole. Last year the Government contribution amounted to 14·8 per cent. of the whole expenditure. The increased Government contribution is fully accounted for by (1) the special grant of Rs. 20,000 to St. Paul's School, Darjeeling, and (2) by the larger building grants given during the year under report, three schools alone absorbing Rs. 45,000, the Diocesan Girls' School, Darjeeling, receiving Rs. 25,000, and the St. Helen's, Kurseong, and the Queen's Hill Schools each receiving Rs. 10,000.

4. Besides this expenditure, maintenance grants on account of 1,374 scholars receiving secondary education amounted to Rs. 48,904; those on account of 5,208 scholars receiving primary education amounted to Rs. 89,448; an expenditure of Rs. 35-9-6 per head in the case of the former, and Rs. 17-2-1 per head in the case of the latter.

5. Excluding, as exceptional, the cadet and library grants amounting to Rs. 754, the cost to Government of the Victoria School was Rs. 26,959, an average of Rs. 137 per scholar. The average cost per scholar last year was Rs. 139.

6. Excluding Rs. 1,800 for furniture and the library grant of Rs. 400, the cost to Government of the Dow Hill School amounted to Rs. 19,780, an average of Rs. 247 per scholar. The average cost per scholar last year was Rs. 201. This increase is largely due to grade increments of the teaching staff, and also to additions to the menial establishment without any corresponding increase in the fees, the number of scholars remaining stationary.

7. The cost to Government of the Training College was as follows:—Rupees 5,100 Principal's salary; Rs. 4,000 on miscellaneus items; Rs. 454 travelling for the Principal and the native students; and Rs. 1,944 on the board of European students; a total of Rs. 11,498.

8. The scholars in European schools in Bengal are largely concentrated in a few important centres. Thus, out of a total of 8,332 scholars, 5,761 attend schools in Calcutta and Howrah, 985 are in Darjeeling and Kurseong, 336 in Asansol, 311 in Bankipore, 198 in Chittagong, and 136 in Cuttack. The remaining 585 scholars attend a number of small schools scattered along the various railway lines of the Province.

9. Mr. H. A. Bamford, the permanent Inspector of European Schools, was in charge throughout the year. He spent 50 days on tour, and paid 150 visits to schools.

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The Inspector of European Schools explains the short amount of touring by saying that nearly 70 per cent. of the scholars in Bengal are to be found in Calcutta and Howrah, that is, in schools which are inspected when the Inspector is not on tour, and, further, that there is a considerable amount of work, other than inspection, to be done in Calcutta, such as the routine work of the office, reports, and work connected with the annual examinations, which must be done at head-quarters. In his opinion, about 50 days spent on tour is a fair share of the Inspector's attention to schools outside Calcutta.

10. *High School Examination.*—There was a falling off in the number of candidates, the decrease being only in the case of girls. The percentage of passes has improved both in the case of boys and girls. The full number of scholarships was awarded, six to boys and two to girls, in order of merit.

Two girls were presented in the Honours Examination, one in group II.—Mathematics, and the other in group III.—Science: the former passed in the first class, and the latter in the second class.

11. *Calcutta University Entrance Examination.*—Five candidates from aided schools were presented, of whom four passed; while 41 candidates were presented from unaided schools, of whom only 12 passed.

12. *Middle School Examination.*—There was a slight improvement in the number of candidates and in the percentage of passes.

One additional special scholarship was sanctioned by Government and awarded to a boy from St. Michael's School, Coorji, who obtained exceptionally high marks at this examination, but who was 19 days too old for a scholarship. The boy scored 1,134 marks out of a possible 1,300, gaining "distinction" in every subject and full marks in Arithmetic, in Algebra and in Euclid. The best candidate eligible for a scholarship gained 998 marks.

13. At the close of the year, 3,273 boys and 3,009 girls were on the rolls of classes for primary instruction.

Primary School Examination.—There was a falling-off in the number of candidates, but an improvement in the number of "passes." A greater number of candidates passed in the first class.

Only 19 scholarships have been awarded up to the date of this report, one scholarship being held in abeyance as it was doubtful whether it should not be awarded to a Native Christian girl who has adopted European habits and mode of life. The matter is still under discussion.

14. *Training Institution*:—Nine women students completed their year's training at Kurseong in December. At the close of the session, they all passed a satisfactory test, both practical and theoretical, and, with the exception of one who has gone to England for a short time, are now engaged as teachers in schools in the province.

15. As in the past year there were more applications from female teachers than could be provided for, but there was not a single male applicant. Two batches of six Native teachers attended the training college during the year.

16. *Teacher's Examination.*—Three pupil teachers of the Calcutta Free School, Girls' Department, were examined in November 1902, two in the 2nd year, and one in the 1st year. All passed.

The Kindergarten class at the Welland Memorial School, which also trains young women to be teachers in Kindergarten methods, continues to do good work.

17. *Volunteer Training.*—The cadets who became efficient during the year numbered 1,286, against 1,080 in the previous year.

The distribution of the efficients is as follows:—

Armenian College, 75; Calcutta Boys' School, 63; Calcutta Free School, 92; Catholic Male Orphanage, 104; Doveton College, 73; La Martinière School, 40; St. Gregory's School, Dacca, 15; St. James's High School, 41; St. Joseph's College, Darjeeling, 127; St. Joseph's High School, 284; St. Michael's High School, Coorji, 93; St. Patrick's High School, Asansol, 53; St. Paul's School, Darjeeling, 57; Victoria School, Kurseong, 77; St. Xavier's College, 92.

The grant for efficient cadets amounted to Rs. 6,480. It was spent judiciously by the schools, in ways calculated to popularise volunteering.

The Catholic Male Orphanage Company won the prize for drill annually presented by His Honour the Lieutenant-Governor.

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The shooting of the cadets was as good as usual.

The Armenian College Company won the "Avetoom Challenge Cup" and the "Silver Bugle" for volley firing, the St. James's Company gained the second prize for volley firing and the "Toker Cup", whilst the "Avetoom aggregate cup" was won by the Free School Company.

The St. Joseph's High School Company won the "Halford Shield", thus, for the eleventh time, succeeding in occupying the premier position in the battalion. The Armenian College Company came in second with but a loss of one point.

18. A shooting range is required for the St. Michael's School Cadet Company at Coorji. At present the boys have to go to Khagole, a distance of six miles, whenever they wish to practise, or to do their class-firing.

19. *Technical classes.*—The results of the Technical classes opened in connexion with the European schools from which special reports on the working of these classes have been received are quoted below:—

"The St. Joseph's Free School, Calcutta, has special classes in type-writing, shorthand, telegraphy and book-keeping. There are 12 boys now in the classes, and 13 left during the year. Four boys found employment as shorthand-typists in various firms in Calcutta on the initial salary of Rs. 30 and 40 a month. Five boys were admitted as probationers in the telegraph office, and the remaining four boys have gone to the paying department of the school to continue their studies for the High School Examination."

"In the Catholic Male Orphanage there are 42 boys receiving instruction in type-writing and telegraphy and 33 in book-keeping and shorthand. Twenty-six boys passed out during the year of whom 20 joined the Government Telegraph Office; two apprenticed themselves to the Electrical Engineering Works, three are employed as trade assistants and one has taken service on the jetties."

"The Calcutta Free School has four boys learning type-writing only and 22 boys learning type-writing and shorthand. Two boys passed out last year; one is employed in the Custom House as typist and shorthand writer, and the other is continuing his studies in the Calcutta Boys School. Others have left without completing the course."

"The Loretto Orphanage, Entally, has opened classes in type-writing, shorthand, dress-making, plain and fancy needle-work, cooking and household duties. Twenty-five girls attend these classes. As the classes were opened only last year; none have yet passed out."

"The Loretto Day School at Bow Bazar has also classes in type-writing and dress-making. From the report of the Head Mistress I gather that the classes are not popular, but they are still carrying on the work with the hope that the prejudice of parents against these classes will gradually give way."

CHAPTER XI.—MUHAMMADAN EDUCATION.

Progress of Education among Muhammadans.

MUHAMMADAN EDUCATION.

1. A table given as Appendix XVIII shows the number of Muhammadan pupils in public and private institutions, and the percentage of this number to the total number of pupils under education in 1902 and 1903. The total number of pupils of all religions and in all classes of institutions in Bengal increased from 1,667,661 to 1,754,655, or by 5·2 per cent. The increase in the number of Muhammadan pupils was from 462,674 to 489,615, thus giving a higher percentage, equal to 5·8. This is very satisfactory, as it indicates that the Muhammadans of Bengal are beginning to avail themselves more eagerly of the facilities afforded for the extension of education in this country than was the case in former years, and even more eagerly than Hindus. Though the relative percentage of Muhammadans decreased slightly in Arts Colleges, in High and Middle English schools and in some elementary private institutions, it rose in Professional Colleges, Middle Vernacular and Training Schools and Madrasahs, as also in advanced private institutions teaching Arabic or Persian. The rise in the percentage of Muhammadan pupils attending public institutions from 25·05 to 25·2 is also a sure sign of progress.

2. The schools exclusively intended for the education of Muhammadans are: (1) Madrasahs, (2) advanced institutions teaching Arabic or Persian, and (3) Koran schools. Though the Koran schools have little direct value from an educational point of view, they are indispensable to the Muhammadan community, as according to their religious rules and customs, no Muhammadan child is allowed to be admitted to a school for secular education before he has been taught to recite from the Koran. Now that the number of Muhammadan inspecting

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officers has been and is being increased, it is hoped that, through their influence and exertions, the study of secular subjects will be gradually introduced in these religious schools, so as to make them also schools for elementary secular education.

3. Madrasahs in which Muhammadan pupils form 99·6 per cent. are the chief places for education of the children of the middle and respectable classes of Muhammadans. The number of Madrasahs increased from 36 to 55. Of these, 6 were managed by Government, 21 were aided and 28 were unaided. The total cost of the Madrasahs increased from Rs. 84,577 in 1901-1902 to Rs. 89,085, of which Rs. 26,714 was met from Provincial Revenues. Some of the Government Madrasahs are virtually high schools, teaching up to the Entrance standard of the Calcutta University. There is a special examination for Madrasahs called the Central Examination of Madrasahs.

Success of Muhammadans at the different University and Departmental Examinations.

4. During the year under report, one Muhammadan passed the M. A. examination, 19 the B.A. examination, 65 the F.A. examination, and 176 the Entrance examination of the Calcutta University. Four hundred and seventy-nine passed the Middle Scholarship examination, 1,583 the Upper Primary and 10,306 the Lower Primary Scholarship examination during the year under review. Besides these, 11 passed the last B.L. examination, 9 the University Medical examinations, 8 the Vernacular Medical School examinations, and 26 passed the examinations of Survey and Technical Schools. At the Central Examinations of Madrasahs, which are exclusively intended for Muhammadans, 196 candidates competed, of whom 130 were successful. At the last Training School examinations, 17 passed, against 24 in the previous year. It is gratifying to observe that there is now no examination open to public competition in which Muhammadans are not represented.

Special encouragement for the development of Muhammadan Education.

5. Muhammadan pupils still continue to enjoy (1) the privileges of free studentship to the limit of 8 per cent. of the school population in Aided High schools, and 12 free studentships in any one school; (2) the benefits from the Mohsin fund chiefly in the shape of remission in part of fees payable to schools and colleges, and (3) several special scholarships (junior, senior and graduate) created by Government with a view to enable them to receive collegiate education. The establishment of hostels for Muhammadans also receives special consideration from the Department. In filling up vacancies in the posts of Sub-Inspectors, *guru*-instructors and teachers in schools under public management, preference is, for the present, generally given to Muhammadan applicants on the principle that the number of appointments held by Hindus and Muhammadans should be made more nearly proportional to their numbers in each district. District Boards have created special scholarships for Muhammadans. In fixing rates of stipends to Primary Schools, special consideration is shown to those that are attended chiefly by Muhammadan pupils. A Middle School in Calcutta, exclusively intended for Muhammadans, was established by Government during the year under report.

CHAPTER XII.—EDUCATION OF SPECIAL CLASSES.

EDUCATION OF SPECIAL CLASSES.

1. This chapter deals with institutions maintained (1) for the education of the sons of native chiefs and others of high rank, and (2) for the education of aboriginal and backward races.

(1) Education of Native Chiefs and others of high rank.

2. The only institution in Bengal in which pupils of this class receive education is the Nawab's Madrasah at Murshidabad, which though returned as a Madrasah, is practically a high English school imparting instruction up to the Entrance standard of the Calcutta University to the descendants and relatives of the late Nawab Nazim of Bengal. It had 45 pupils on the rolls on the 31st

March last, against 40 in the previous year. Of these, 26 were resident-boarders, 5 day-boarders, and 14 purely day-scholars. The total expenditure on the Madrasah was Rs. 12,055 which was entirely paid from the Provincial Revenues. One pupil appeared at the Entrance Examination of 1903, but was unsuccessful. The discipline of the school has much improved under the superintendence of its present Head Master, Mr. E. A. LeFeuvre. Arrangements are being made to enlarge the school compound. EDUCATION OF SPECIAL CLASSES.

3. In the Orissa Division, sons of the native chiefs receive education at the Revenshaw Collegiate School or at the High School at Mayurbhanj. During the last official year there were in the collegiate school two such pupils—one from the Raj family at Aul and one from Madhupur. A relative of the Maharaja of Mayurbhanj passed the last Entrance Examination from the local high school.

4. In the Chota Nagpur Division there are no schools specially intended for the education of the sons of native chiefs. In Singhbhum, the grandson of the Chief of Seraikela, two sons of the Thakur of Kharsawan, and the children of the zamindar of Echa read in the local middle English schools. In Palamau, the relations of the leading families at Ranka, Sonepur and Chainpur are regular students in the local zilla school. The sons of the zamindar of Bisrampur read in the Bisrampur middle English school.

(2) Education of aboriginal races.

5. The aboriginal races of Bengal are to be found chiefly (1) in the Burdwan Division, where the majority of the aboriginal school population are Sonthals living in Bankura, Midnapore, and in the Raniganj subdivision of Burdwan; (2) in the Rajshahi Division, where they consist of Sonthals, Bunas, Uraons, Mechs Bhutias, Mals, Murias, and Turis; (3) in the Chittagong Division, where Chakmas, Hill Maghs and Tipperas are aborigines; (4) in the Bhagalpur Division, where the aborigines consist of Sonthals, Paharias, Kols, Bhils, and Mahulis; (5) in the Orissa Division and Orissa Tributary Mahals, where they consist of Bhunyas, Kurmis and Khairas, Khonds and Gonds and Sabars and Sonthals, and (6) in the Chota Nagpur Division, in which they consist of Sonthals of Manbhum and Hazaribagh, Munda Kols and Uraons of Ranchi and Hos of Singhbhum.

6. The following are abstracts from the Divisional Reports showing what steps have been taken to foster education among these aborigines:—

In the Burdwan Division, 8 pathshals are maintained in the Raniganj and Barakar coal tracts for the education of miners' children at the annual cost of Rs. 800 paid from Provincial Revenues. There is a lower primary school in the Kalna subdivision getting a monthly stipend of Rs. 6 sanctioned from the District fund for this purpose. The District Board of Birbhum paid during the year Rs. 832 to 16 lower primary schools in Birbhum chiefly attended by Sonthals. In Bankura, the Wesleyan Mission and in Midnapore the American Baptist Mission have under them a number of schools intended for the education of the Sonthals. The Bhimpur Mission in Midnapore has 49 village schools for Sonthals besides a training school at Bhimpur.

It is reported that there is no hope of attracting the aborigines of Rajshahi to schools without strong inducements. The Inspector of Schools now recommends the sanction of some 8-rupee special pathsalas for this purpose.

In the Dacca Division, two upper and two lower primary schools, attended by the children of Garos, Koch, Mandai, Hajan, Rajbansi, and Mech, received liberal grants from the District Board of Mymensingh.

In the Chittagong Division there are three schools for Maghs—one for boys and one for girls at Cox's bazar and one for boys at Ramu. Instruction in these schools is given in Burmese up to the fourth standard prescribed in the Burma Education Code. Some boys learn Bengali in addition. The people of the hill tracts consist of Chakmas, Hill Maghs, and Tipperas. Besides the High school at Rangamati, there were 103 primary schools which were attended by 1,430 pupils from these backward races. Eight night-schools situated on the Lamai Hills in Tippera, are attended by Tipperas, mostly adults who have work to do during the day. These schools receive liberal grants from the District funds.

In the Bhagalpur Division, the aboriginal pupils increased from 6,574 to 8,267, of whom 826 were Christians. The largest increase took place in the

EDUCATION OF SPECIAL CLASSES.

Sonthal Parganas. A special inspecting staff consisting of one Deputy Inspector, four Sub-Inspectors, and two Inspecting Pandits is maintained in this district for fostering education among the aborigines. There is a special grant from the Provincial Revenues of Rs. 9,500 per annum placed at the disposal of the Deputy Commissioner of this district for the promotion of Sonthal education. Moreover, extensive missionary organisations are at work for the purpose of spreading education among these tribes.

In the Orissa Division, the Khonds of Angul and the Sonthals of Balasore form the majority of the aboriginal school population. They have their own tribal languages, though they have hitherto received instruction through the medium of Uriya. It is possible that teaching in a language which is not their own true vernacular has proved to be a hinderance to their progress and that to improve education among these tribes, they should be taught through the medium of their own vernacular. The difficulty at once comes in that many small aboriginal tribes could not be taught through their own vernacular which may be in itself imperfect and incapable of improvement. Enquiries on this point have been set on foot, and it is possible in the case of these Sonthals, they will have to be taught through books in the Sonthali language, but printed in the Uriya character. A similar arrangement, but with the books printed in Bengali may possibly be desirable in the Sonthal Parganas. The other small tribes have scarcely any claim to similar treatment.

Schools specially intended for aborigines exist in all the Orissa tributary mahals. These numbered 47 in all and were mostly maintained or aided by the native States. In the year under review, the majority of them received aid from Government. Six schools started in Keonjhar for the children of the Bhunyas, failed to attract pupils during the year. Of 1,788 aboriginal pupils returned from these States, 1,390 belonged to Mayurbhanj alone.

The total number of aboriginal pupils returned from the Chota Nagpur Division was 21,561, of whom 6,539 were Christians. The various missionary organisations at work in this Division for the spread of education among the aboriginal tribes are reported to have worked satisfactorily during the year under notice. The number of schools under them is gradually increasing. The total expenditure on these schools, however, fell from Rs. 11,497 to Rs. 7,435 during the year.

7. The total number of pupils representing the low class Hindus in Public and Private institutions during the year was 60,731. From these, 75 students passed the middle scholarship examination, and 6 obtained middle scholarships; 198 passed the upper primary scholarship examination, and 7 gained scholarships; while 1,513 passed the lower primary scholarship examination and 17 of them obtained lower primary scholarships.

8. The number of students of the indigent classes of Muhammadans returned from institutions of various classes during the last official year was 43,832; of these two passed the last Entrance examination and one gained a junior scholarship; 19 passed the middle scholarship examination, and one gained a scholarship; 77 passed the upper primary and 701 passed the lower primary examinations, two obtaining upper primary, and 12 lower primary scholarships.

9. Eight thousand three hundred and ninety-eight aboriginal Christians and 31,764 non-Christian aboriginals attended the various classes of institutions during the last year. Of the aboriginal Christians altogether 367 boys passed the public examinations, viz., 5 the Entrance examination—34 the middle scholarship, 51 the upper primary and 277 the lower primary scholarship examinations. Of the passed candidates three obtained middle scholarships, 51 upper and 9 lower primary scholarships. Of the non-Christian aborigines, 650 pupils passed the departmental examinations—16 at the middle, 40 at the upper primary and 594 at the lower primary scholarship examinations. One middle scholarship, three upper primary and 28 lower primary scholarships were awarded to the successful aboriginal pupils.

10. The progress of education among Bedias, Maghs, and other backward races represented in schools in the Rajshahi, Chittagong and Dacca Divisions, is not at present as satisfactory as might be desired. All possible efforts therefore should be made to spread primary education among these classes of people by starting primary schools with liberal grants from the primary funds.

CHAPTER XIII.—PRIVATE INSTITUTIONS.

PRIVATE INSTITUTIONS.

"Private institutions" include all indigenous schools in which the course of instruction, however advanced it may be, has not yet been materially influenced by the system of education adopted and followed by the department or by the University, and which, consequently, submit to no public test. From the nature of the case it is therefore very difficult to say whether such schools are doing well or not. Practically also they are not included in the ordinary departmental system of inspection.

2. These schools are comprised in the following classes—

(1) Advanced teaching—(*a*) Arabic or Persian, (*b*) Sanskrit, and (*c*) any other oriental classics;

(2) Elementary—teaching a vernacular only, or teaching a vernacular mainly;

(3) Elementary—teaching the Koran; and

(4) "Other schools."

3. *Advanced Schools.*—Attempts have been made in Bengal by the establishment of new standards of examinations to bring under the influence of the Department advanced institutions teaching Sanskrit, which form the most important class of private institutions. By this means most of the advanced institutions teaching Sanskrit (or Sanskrit tôls) have been brought to some extent under the control of the Department. Their pandits are given rewards on the results of examinations and their pupils are awarded stipends from the public funds, also on the results of examinations in the higher and lower standards prescribed by Government. This system may perhaps continue for a time, but it cannot be considered to represent an altogether satisfactory method of working the tols. Now that regular courses of study are prescribed for these "Tols" and their progress in different standards is tested by annual examinations held under the control of the department, those that appear on the books of the Registrar for these examinations are, under Government orders contained in its Resolution on the General Report on Public Instruction for 1897-98, classed as "Special schools" under the head of Public Institutions. The number of unrecognised tols, which rose to 1,916 with 18,615 pupils in 1893-94 decreased, under this change of policy and classification, to 1,160 with 9,917 pupils in 1901-1902 and to 1,010 with 9,106 pupils in the year under report. There has thus been an equivalent increase in the number of "Special or Other schools" under the head of special instruction, owing to the transfer of the recognised tols to this class.

4. But no similar change has taken place in the number of *maktabs* or somewhat advanced schools, teaching Arabic or Persian. The highest schools for teaching Arabic and Persian in Bengal at the present time are the Madrasahs, and *maktabs* may perhaps in time gradually rise in the scale of teaching and become Madrasahs. A central examination for Bengal Madrasahs has been instituted in the hope of fostering these institutions and the study of these languages, and though every encouragement is given, the vitality of these institutions does not seem to be so great as that of the corresponding Sanskrit institutions.

5. In 1893-94 the number of these *maktabs* was 1,225, which decreased in the last year to 1,187, or by 38 only in the course of the last ten years. In the preceding year, the number returned was 1,142. Now that the number of Muhammadan inspecting officers in the department is steadily increasing, it is hoped that, through their influence, reforms similar to those adopted in tols may be gradually introduced, and that the teachers of the old type may be replaced by better men who have passed the Central Examinations of Madrasahs.

6. *Elementary Schools.*—Under the head of Elementary Private institutions teaching a vernacular only or teaching mainly a vernacular language we have a class of schools which practically form a kind of nursery for the system of primary education. Such schools have as a rule no fixed course of study and no duly recognized or qualified teachers, and they may be good or bad according to circumstances. In most cases they are very indifferent schools. The

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number of these schools for boys and girls returned in 1893-94 was 4,899, but it decreased to 3,869 in 1901-1902 and to 3,267 in the year under review. It is believed that the above decrease merely represents a transfer of schools and pupils to the list of organized primary schools of the department, and the figures may, therefore, be regarded with satisfaction.

7. *Koran schools.*—That these schools have little educational value is admitted by the Muhammadan officers of the department, but they are valued by the Muhammadan community, inasmuch as their children—both boys and girls—learn to recite the Koran in them. In the year 1893-94, the number of the Koran schools was 5,251 with 64,551 pupils. In the year 1901-1902, it had decreased to 3,667 schools with 53,099 pupils, whereas 3,834 Koran schools with 55,976 pupils (or 11·4 per cent. of the total Muhammadan pupils) were returned from the several Divisions during the year under report. What is wanted is that under the influence of the Muhammadan inspecting officers of the Department and of more enlightened educated Muhammadan opinion, such schools will combine a fair amount of secular education with this religious instruction. Considerable improvement in Muhammadan education would probably result if this change could be introduced.

8. *Other schools.*—These schools are generally of non-descript character. In 1902-1903 their number was 177 (165 for boys and 12 for girls) against 160 (148 for boys and 12 for girls) in the preceding year. The Chittagong Division returned 56 and Patna Division 44 such schools. The schools in the former are (with one exception) all Kyoungs or monastic schools conducted by Buddhist teachers. Some of these schools may come under the category of "Advanced Private institutions teaching any other Oriental classics," if the instruction is given to the pupils through the medium of the Pali language, but no information is given if this is the case or not.

CHAPTER XIV.—HOSTELS, BOARDING-HOUSES, AND STUDENTS' MESSES.

HOSTELS, BOARDING-HOUSES, AND STUDENTS' MESSES.

1. In the second Quinquennial Review of the Progress of Education in India, Mr. Nash observed that "in the North-Western Provinces boarding-houses are attached to nearly all the zilla schools and about 12 per cent. of the scholars in these schools reside in them; and that these boarding-houses continue to be among the most important and successful features of our schools." Students are attracted by such institutions from the mofussil or country districts to various centres of education. They are, therefore, chiefly intended for the convenience of students who come from villages for the purpose of education to reside in cities or towns where they have no parents or guardians or relatives to look after them. To look after the interest of these out-station students such institutions as these are indispensably necessary, and if placed under responsible supervision, are calculated to exert a very wholesome influence. Indeed the influence as to the formation of character by the discipline and education in a well-managed hostel is quite as great as that received by a student in his college or school. Hence in the Panjab, it is a standing regulation that, as far as possible, a boarding house should be attached to every secondary school, and this is to a great extent the same in the case of colleges. In Bengal, on the other hand, this most necessary requirement in regard to colleges and secondary schools for Indian boys is in a distinctly backward condition. Thus the number of Government and aided Arts Colleges and high schools for Indian boys in this Province over which the Department can exercise either partial or full control, is 295 with 60,945 pupils, viz., 16 Arts Colleges with 3,338 pupils and 279 High Schools with 57,607 pupils. The number of boarding-houses (Government aided and unaided) for Indian pupils returned during the last year was 279, having altogether only 7,406 inmates, of whom no less than 2,665 pupils belonged to Primary and Special Schools. From the present state of the form (General Table VIII), it is not possible to ascertain how many of these hostels are attached to Government colleges and schools, and how many are working in connection with aided institutions. But assuming that most of the inmates of these hostels who are pupils of Arts Colleges and secondary schools, are students of Government and aided institutions, it is clear that there is still much room

HOSTELS, BOARDING-HOUSES, AND STUDENTS' MESSES.

for the development of this system in Bengal. It is seen from the statistics received during the last year from the hostels for Indian pupils, that of the total number of inmates, 697 belonged to Arts Colleges and 4,044 to secondary schools. These two figures form only 7·8 per cent. of the whole attendance (viz. 60,945) of Arts Colleges and High Schools which are, in some way or other, under the departmental control. Evidently the majority of the out-station students still have to live in messes. Formerly many such students lived in most undesirable localities and with very undesirable surroundings, and the majority of the students in the towns lived in unrecognized insanitary lodgings where they were under no sort of inspection, control or supervision. Such students are gradually being drafted to hostels opened in connection with the institutions to which they belong and which are receiving aid from public funds, and these hostels are worked under rules approved by the department. Such out-station students who cannot be taken into hostels are compelled to live in messes which are under regular supervision of public officers, including the authorities of the schools and colleges concerned, in accordance with the rules prescribed by Government. This has produced a healthy tone in the conduct of the students. The guardians are now somewhat more free from anxiety about the health and morals of their wards, while living away from them, than they were formerly.

2. Comparing the figures of the last two years, it is most satisfactory and gratifying to find that the hostels for Indian males increased during the year under review from 242 to 279, or by 15·3 per cent., while their inmates increased nearly in the same ratio, viz., from 6,419 to 7,406, or by 15·4 per cent. The hostels for females also increased by 9, from 34 to 43, and their inmates from 1,394 to 2,380. This is very satisfactory. It may be remarked in this connexion that most of the inmates of the hostels for females attend schools under the management of Christian Missionaries and Brahmos.

3. *Expenditure on Hostels and Boarding-houses for Indian Pupils.*—The total expenditure incurred during 1902-1903 on hostels for Indian boys and girls amounted to Rs. 3,85,700, of which the sum of Rs. 25,953 was met from Provincial Revenues, and Rs. 873 from local funds.

4. General Table VIII, which is appended to this Report, shows all hostels for both Indian and European pupils. In the previous year, their total number was 316 with 11,341 inmates; while 363 hostels with 13,201 inmates were returned in the year under review. The total expenditure on these hostels increased from Rs. 8,67,719 to Rs. 8,96.854. The cost to Provincial Revenues increased from Rs. 39,542 to Rs. 46,094, the amount of Local Fund expenditure decreased by Re. 1 only. As hostels and boarding houses are intended chiefly for the convenience of students who come from villages or Board areas, the District Boards should undoubtedly bear a considerable portion of the cost of building and equipping mofussil hostels. Up to the present time, however, the responsibility of the starting of hostels in the mofussil centres of education seems to have been generally overlooked by local authorities. It is time that action should be taken in this direction.

5. Among the hostels managed by Government, the Eden Hindu Hostel in Calcutta continues to be the best of its kind. The number of its inmates on the 31st March last was 241 and the amount of expenditure incurred on it during the year was Rs. 30,714 of which Rs. 2,820 only was paid from Provincial Revenues.

6. The number of inmates in the Elliott Madrasah Hostel, which is next in importance, was 118. The total expenditure was Rs. 5,198, of which Rs. 3,039 was raised from fees. This hostel has been extended by the addition of a third storey, which has been opened since 1st September 1902, which gives an increased accommodation of 50 inmates.

7. Other hostels under public management which have a smaller number of inmates require no special mention in a condensed report such as the present is.

CHAPTER XV.—PHYSICAL AND MORAL TRAINING.

PHYSICAL AND MORAL TRAINING.

1. *Physical Training.*—Physical exercise of some kind or other is rapidly becoming very popular with most of the students in Arts and Professional Colleges under public or private management, and most of these institutions

PHYSICAL AND MORAL TRAINING.

now have their own athletic clubs, while the students regularly play football, cricket, lawn-tennis, hockey and other European games, as well as, in some cases, native games as well.

2. The Principal, Presidency College, reports that the students are beginning to realise, to some extent, the advantages of physical training. The financial condition of the athletic club of this college is so satisfactory that, with the accumulated funds raised from subscriptions, two large tents were purchased during the last two years. The Principal, Dacca College, reports that the European residents of that town took great interest in the annual athletic sports of the college and collegiate school, and helped to make them a success both by personal help and with money. Similar evidence of the popularity of athletic sports comes from other quarters.

3. *Drill.*—Arrangements have been made in the Calcutta Madrasah and in the Regimental Gymnasium at Dinapore, for the training of the Gymnastic and Drill Masters of Government Zilla and other schools. These classes have improved the teaching of drill and gymnastics in these schools to a very large extent.

With a view to popularise drill in all classes of schools, it has been included in the course of the 1st grade Training schools, so that the newly-trained men will be able to introduce it, wherever they go. Under the new scheme of vernacular education, this subject has been included in the course of studies for each standard. From the 3rd year of the infant class (which is equivalent to the B class of the Lower Primary schools) boys have to regularly practise elementary drill and gymnastic exercises.

A Drill book prepared by Mr. Sharp of the Victoria College at Kurseong under requisition from the Director of Public Instruction, and founded on the Drill book in use in the Central Provinces Education Department, called "*Deshi Kasarath,*" has been translated into Bengali, Hindi and Uriya for introduction in Primary and Secondary schools in Bengal, Bihar and Orissa.

Drill, when introduced at first into a school, did not appear to be very popular, but there are now distinct evidences that it is becoming more popular, specially among the younger boys in schools, and as these boys gradually rise to the higher classes, it is believed, this subject will be a very popular one.

The influence of drill on the behaviour of boys in a class is most marked, and an experienced Inspector can now at once tell even by the behaviour of boys in a class, and also by the position occupied by them when standing up to answer questions, whether the boys in the class have been taught drill and to a certain extent, he can also judge whether it has been well taught or not. There is not the slightest doubt that drill, well and thoroughly taught, improves to a most marked extent, the discipline in a school and the habit of attention to orders.

4. *Moral Training.*—The following will give a general idea of the steps that are being taken by the Educational Department to influence beneficially the moral tone of the students in the schools and colleges in Bengal:—

(1) Hostels and boarding-houses have been established in large centres of education for boys whose parents and guardians do not reside in the neighbourhood of the college or school attended by their wards. Colleges with large attendance have generally separate hostels attached to them. As colleges of minor importance are not as yet in a position to provide themselves with hostels of their own, the students are compelled to live in messes licensed and managed under rules prescribed by Government. The reports sent in by inspecting officers show that there has been a general desire to carry out the wishes of Government in this matter.

(2) Inter-school rules and inter-college rules which apply to all institutions under departmental control, or which compete for Government scholarships, have been established to minimize the evils resulting from unhealthy competition between rival schools and colleges.

(3) Breaches of disclipine are punished by depriving scholars of certain privileges, by the imposition of fines, and by expulsion or rustication in cases of persistent misconduct.

(4) No text-books dealing exclusively with moral subjects have been prescribed for any class of schools, the preparation and use of such books having been found to involve almost insuperable

PHYSICAL AND MORAL TRAINING.

difficulties. The supervision exercised by the Director and by the Text-book Committees under the rules prescribed by Government, is sufficient to prevent the adoption in schools of books of an unhealthy moral tone. Thus there is a rule that no book which is not included in the authorised list of text-books published by Government can be used in schools receiving support from public revenues. Another rule also precludes the use in private institutions that compete for public scholarships, of books which are disapproved by Government. This gives the Department practically complete control in the matter of school books, unless such books are introduced without its knowledge.

(5) Professors of colleges and teachers of different classes of schools have been instructed to avail themselves of every opportunity of inculcating morality in the students under their charge.

Discipline.—A state of discipline which may be described as fairly good, or even good according to Indian standards, has been maintained throughout the year in the great majority of cases in colleges and in schools of different classes, and among the officers of different ranks in this Department.

6. The following are the most important cases of breach of discipline which have been reported from Government colleges and schools during the year:—

(1) In the Dacca College, the caned seats of four chairs were cut diagonally, so that they could not be used.

(2) A student of the Krishnagar College was expelled for misconduct from the attached hostel.

(3) A student of the Ravenshaw College, who brought a false charge against a shop-keeper, was rusticated.

(4) In the Dumka Zilla School, certain students were reported to have broken open the Assistant Head Master's box in order to manipulate the answer papers given in at an examination, and to have burnt down the school house.

Other cases of misconduct, such as the assaulting of teachers tampering with transfer certificates by boys, or wilful disregard of the Head Master's orders by the subordinate teachers that took place, occurred mostly in schools under private management. All the cases, when proved, were seriously dealt with.

7. The cases in which offenders were criminally prosecuted and punished were:—

(1) A Primary School teacher in the district of Midnapore was criminally prosecuted and sentenced to three weeks' imprisonment for dishonest practices at the Lower Primary examination.

(2) An Inspecting Pandit of Dinajpur in the Rajshahi Division was dismissed for taking bribes.

(3) The Head Pandit of a Middle School at Champaran and a *guru* of Saran were convicted of filthy offences, and were sentenced to rigorous imprisonment.

(4) In Cuttack, an Inspecting Pandit was dismissed and a Sub-Inspector of Schools suspended for misstatement of facts.

CHAPTER XVI.—EDUCATIONAL CONFERENCES.

EDUCATIONAL CONFERENCES.

1. A Conference was held in the Director's office, during the year under report, to consider a scheme in connexion with the important question of spreading zenana education among the orthodox classes of Hindus and Muhammadans, as the ordinary system of female education scarcely seems to have reached these classes of people. The scheme formulated was based on paragraph 640 of the report of the Indian Education Commission appointed by the Resolution of the Government of India, dated the 3rd February 1882, in which the following words occur:—

"If a girl, in learning to read a religious book, acquires the power of reading the vernacular, it is, at least, something accomplished and may serve as a basis of something more."

EDUCATIONAL CONFERENCES.

2. This Conference was attended by several experienced Hindu and Muhammadan Officers of the Department who might be reasonably said to command the respect of the communities they represented. A detailed scheme of work was formulated, and on their recommendation it has been sanctioned by Government and has since been put in operation.

3. No formal Conference was held in the Burdwan and Orissa Divisions during the year. Conferences were held in several districts of the Rajshahi and Dacca Divisions, at which Guru instructors and teachers of Secondary and Primary schools were invited to attend. They were presided over by Deputy and Sub-Inspectors of Schools, who thoroughly explained at the meetings the main principles and advantages of the new system of vernacular education.

4. A Conference, lasting over a week, which was presided over by the Divisional Inspector of Schools, was held, during the year under notice, at Chandpur in the Chittagong Division. Rules were framed with a view to carry out the recent Government orders abolishing payments by results to Primary schools and reviving the stipendiary system throughout the Province.

5. Conferences were held at the office of the Inspectors of Schools of the Patna and Bhagalpur Divisions, in which the various educational reforms, introduced in the Province during the year under report, were discussed, and steps were suggested to give effect to them. Conferences of Inspecting Officers and of the teachers of these Divisions were also held in several places in the interior, with a view to explain to teachers the principles of the Kindergarten system.

6. Several Conferences were held by the Sub-Inspectors of the Orissa Tributary Mahals to explain to the teachers of the schools and their pupils and also to the guardians and parents of the pupils the advantages of the new system of vernacular education and of the bi-manual training in penmanship. The Superintendent of Education in the Mayurbhanj State attended the Conference held at Baripada.

7. The Deputy and Sub-Inspectors of Schools in the Chota Nagpur Division, while on tour in the mufassal, held several conferences of Gurus and Guru instructors, to explain to them the new system of education in all its bearings.

8. It is impossible to overestimate the amount of good that is derived from such conferences, in which the different classes of officers are enabled to avail themselves of the experience of their colleagues in various important educational questions.

CHAPTER XVII.—TEXT-BOOK COMMITTEES AND LIBRARIES.

TEXT-BOOK COMMITTEES AND LIBRARIES.

1. The present Committees were constituted in accordance with the rules published in the Government Notification No. 2992, dated the 13th November 1900. These rules define the relation of the Committees to the Education Department and to the Local Government in the selection of text-books for Secondary and Primary schools for Indian pupils, and explain the duties of Managers of schools towards the Text-Book Committees, the Education Department and the Government.

2. Under the rules there are three Committees, namely the Central, Bihar and Orissa Text-Book Committees. The Central Text-Book Committee which works in Calcutta has for its *ex-officio* President the Director of Public Instruction, and for Secretary the Inspector of Schools, Presidency Division. It consists of 20 members, two-thirds of whom are Government officials, the rest being non-official gentlemen. It deals mainly with books written in English, Bengali, and Sanskrit. The Bihar and Orissa Committees, containing 8 and 5 members respectively, are practically Sub-Committees appointed to deal with books written in the vernaculars of Bihar, Chota Nagpur and Orissa.

3. The number of books, received and subjected to preliminary examination under rule 18 of the rules, was altogether 459, written in various languages. Of these, 319 books only stood the preliminary test instituted by the Director of Public Instruction.

4. The Central Text Book Committee received for examination during the year no less than 245 books, of which 39 books were recommended as text-books, and 17 as prize and library books.

TEXT-BOOK COMMITTEES AND LIBRARIES.

5. The Bihar Committee, at a meeting held in November 1902, considered the case of 42 books and approved 23 as text-books, one as a prize-book, two as library books and two as both library and prize-books.

6. The Orissa Committee at Cuttack altogether approved of 16 books during the year under report.

7. A consolidated list of the approved books sent in by the three Committees is submitted to Government, and the list, as approved by Government, is published in January of each year in the *Calcutta Gazette*.

8. Besides these Committees, a Special Committee was appointed by Government to consider books prepared under the new scheme for vernacular education, sanctioned in Resolution No. 1, dated the 1st January 1901. This Committee had to examine no less than 203 books, mostly written in English, for translation, after approval, into the various vernaculars of the province. Only 94 books were considered as suitable for text-books with certain modifications and improvements, which were communicated to the authors and publishers concerned. The vernacular editions of these books were examined by the different Text-book Committees in respect of their style and idiom. The defects pointed out by the Committees were again communicated to the parties concerned with the request to attend to them when finally publishing the books. It took much time to bring out these vernacular editions, and with a view to starting the new scheme without delay, it was found necessary to publish the lists in sections from time to time without waiting for a complete list.

9. *Calcutta School Book Society.*—The depôt of this Society, situated in Wellington Square, Calcutta, continues to be the chief agency for the distribution of school books and useful literature published in Bengal in the English language. During the year under review, the Committee of the Society has made many important changes in the working of the Society and in its management. It has now been put on a more business-like footing than it was in the past. Its management under Mr. Seymour Hale, the new Secretary, has become much more vigorous and enterprising, and altogether it is to be hoped, the Society will in future do much more useful and important work than has been the case in recent years.

10. *Libraries.*—There is no educational library managed by Government for the use of the public. Each Government college and school has a library attached to it for the use of the teachers and students, the library being under the control of the Principal or the Head Master, who has a librarian working under him. These libraries are managed under certain rules issued by the department. For each Government institution there is a library allowance sanctioned by Government, and from this allowance new books are purchased and added to the library.

11. Most of the Scientific and Literary Societies in Bengal, of which short accounts are received annually for submission to Government, are public libraries intended for the promotion of the knowledge of literature—English, Sanskrit or Bengali.

CALCUTTA,

The 21st September 1903.

A. PEDLER, F.R.S., C.I.E.,

Director of Public Instruction, Bengal.

APPENDIX II.

Comparative statement showing the percentage of boys at school to boys of school-going age, district by district.

Position in 1901-1902.	Position in 1902-1903.	District.	Male population.	Number of boys of school-going age.	Number of boys at School.		Percentage of boys at school to boys of school-going age.	
					1901-1902.	1902-1903.	1901-1902.	1902-1903.
1	2	3	4	5	6	7	8	9
1	1	Hooghly	528,279	79,241	43,019	42,510	54·7	53·7
5	2	Noakhali	568,777	85,316	41,643	45,205	48·8	52·9
3	3	Chittagong	641,392	96,209	48,352	50,126	50·2	52·1
4	4	Howrah	439,525	65,928	32,279	34,292	48·9	52·0
2	5	Midnapore	1,390,233	208,534	106,246	97,105	50·9	46·5
7	6	24-Parganas	1,092,908	163,936	68,437	74,757	41·7	45·6
6	7	Backergunge	1,175,903	176,385	71,549	76,948	40·2	43·6
8	8	Bankura	549,484	82,422	34,020	35,072	41·2	42·5
11	9	Birbhum	444,689	66,703	26,736	27,661	40·0	41·4
10	10	Balasore	517,543	77,631	31,491	31,541	40·5	40·6
12	11	Tippera	1,085,989	162,898	62,203	65,738	38·1	40·4
9	12	Burdwan	764,742	114,711	47,144	46,673	41·1	40·7
13	13	Calcutta	562,596	84,389	31,736	33,099	37·8	39·2
14	14	Cuttack	995,409	149,311	53,113	58,172	35·5	38·9
16	15	Khulna	653,470	98,020	36,071	33,406	34·2	34·1
17	16	Patna	804,583	120,687	39,679	40,212	32·8	33·3
18	17	Singhbhum	302,425	45,364	13,361	14,551	29·4	32·0
15	18	Dacca	1,312,417	196,862	55,275	62,958	35·1	31·9
19	19	Faridpur	970,164	145,525	37,488	45,177	26·7	31·0
20	20	Puri	506,839	76,026	20,186	22,488	26·5	29·5
22	21	Jessore	914,204	137,130	34,139	37,395	24·8	27·2
23	22	Angul	95,935	14,390	3,395	3,854	23·5	26·9
21	23	Bogra	437,349	65,602	17,212	16,581	26·2	25·2
24	24	Murshidabad	653,343	98,001	22,748	24,183	23·2	24·6
31	25	Manbhum	653,336	98,000	18,543	23,134	18·8	23·6
25	26	Nadia	827,509	124,126	28,769	29,257	23·1	23·57
30	27	Gaya	1,011,271	151,691	29,436	35,706	19·4	23·53
27	28	Pabna	709,396	106,409	22,324	23,942	20·9	22·5
26	29	Ranchi	577,180	86,577	18,441	19,015	21·4	21·9
28	30	Mymensingh	2,014,805	302,221	54,558	60,947	19·8	21·1
33	31	Rangpur	1,125,109	168,766	31,810	33,826	18·8	20·0
44	32	Hazaribagh	570,122	85,518	12,566	16,745	14·7	19·58
34	33	Malda	437,639	65,646	12,029	12,802	18·3	19·50
29	34	Dinajpur	823,972	123,596	24,522	24,054	19·8	19·4
38	35	Jalpaiguri	422,877	63,432	10,818	12,143	17·0	19·1
36	36	Monghyr	1,011,580	151,737	26,637	28,735	17·5	18·9
35	37	Santhal Parganas	896,373	134,456	23,762	26,157	17·6	18·7
40	38	Shahabad	936,544	140,481	22,717	25,504	16·1	18·1
32	39	Rajshahi	741,690	111,253	20,973	20,028	18·8	18·0
37	40	Darbhanga	1,416,474	212,471	36,279	38,110	17·0	17·9
39	41	Darjeeling	133,005	19,951	3,377	3,496	16·9	17·5
42	42	Muzaffarpur	1,318,547	197,782	30,868	33,520	15·6	16·9
43	43	Bhagalpur	1,027,535	154,130	23,612	25,085	15·3	16·3
46	44	Palamau	306,203	45,930	6,684	7,442	14·5	16·2
41	45	Saran	1,095,388	164,293	25,892	24,435	15·7	14·87
45	46	Champaran	885,607	132,841	19,457	19,131	14·6	14·85
47	47	Chittagong Hill Tracts	68,238	10,236	1,345	1,502	13·1	14·6
48	48	Purnea	958,452	143,768	18,475	18,779	12·8	13·0
49	49	Orissa Tributary Mahals	969,973	145,496	17,053	18,136	11·7	12·5

APPENDIX III.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division, for the years 1901-1902 and 1902-1903.

Division.	Number of pupils in public institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	837	908	49,390	49,735	251,363	248,683	1,712	1,780	303,302	300,506
Presidency ...	330	284	43,171	41,147	157,031	171,921	1,033	1,077	201,565	214,429
Calcutta ...	6,389	6,336	19,491	19,731	14,445	16,045	2,563	2,834	42,895	44,946
Rajshahi ...	327	276	20,952	20,638	114,448	117,724	1,013	1,165	136,740	139,803
Dacca ...	1,514	1,524	48,613	49,780	180,660	191,828	3,691	4,422	234,478	247,554
Chittagong ...	248	228	20,317	20,877	118,890	126,647	1,798	1,970	141,253	149,722
Patna ...	524	553	16,849	15,529	158,805	177,490	2,646	2,486	178,824	195,968
Bhagalpur ...	238	221	9,689	9,709	89,928	99,473	611	882	100,466	110,285
Orissa ...	127	159	6,945	6,877	99,694	110,774	1,016	1,067	107,782	118,877
Orissa Tributary Mahals.	...	...	1,482	1,574	16,039	17,312	192	198	17,713	19,084
Chota Nagpur ...	36	29	6,634	7,259	67,545	80,330	497	676	74,712	88,294
European ...	...	...	7,959	7,394	1,233	938	...	...	8,292	8,332
Total ...	10,577	10,518	250,592	250,250	1,270,081	1,358,475	16,772	18,557	1,548,022	1,637,800

APPENDIX III—*concluded.*

Division.	Number of pupils in private institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.			
	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	1,703	1,384	274	189	1,089	861	1,000	764	4,066	3,198	307,363	303,704
Presidency ...	272	217	...	15	146	24	146	204	564	460	202,129	214,819
Calcutta	...	...	1,472	...	1,114	1,119	...	1,597	2,586	2,716	45,481	47,662
Rajshahi	713	758	503	612	766	605	12	21	1,994	1,996	138,734	241,794
Dacca	3,285	2,757	3,808	2,630	24,138	25,699	831	364	32,062	31,450	266,540	279,004
Chittagong	4,228	5,204	212	211	21,379	24,006	487	697	26,306	30,118	167,559	179,840
Patna	11,955	11,042	17,598	16,233	2,696	2,271	629	566	32,878	30,112	211,702	226,080
Bhagalpur	3,506	3,661	5,466	4,165	1,457	1,206	357	301	10,786	9,333	111,352	119,618
Orissa	603	674	6,270	5,727	52	74	173	97	7,098	6,572	114,880	1,125,449
Orissa Tributary Mahals.	...	...	219	53	58	...	...	...	277	53	17,990	19,137
Chota Nagpur ...	389	531	233	157	204	111	196	48	1,022	847	75,734	89,141
European ...	...	...	...	...	...	...	...	...	...	...	8,292	8,332
Total ...	26,654	26,228	36,055	29,992	53,099	55,976	3,831	4,659	119,639	116,855	1,667,611	1,754,665

APPENDIX IV.

Statement showing in detail the attendance and expenditure in all classes of secondary schools for Indian boys for the year 1902-1903.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1903.	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure from—					Total.
					Public funds.			Private funds.		
					Provincial revenues.	District funds.	Municipal funds.	Fees.	Other sources.	
High schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	50	13,900	13,898	11,137	1,70,201	...	136	3,11,944	8,971	4,91,252
Do. by District or Municipal Boards.	5	2,115	2,080	1,658	2,824	5,283	1,917	41,159	1,239	52,422
Aided by Government, District, or Municipal Boards.	224	41,592	41,376	31,496	79,314	5,545	5,299	5,42,506	1,29,095	7,68,759
Unaided	265	61,558	60,614	46,368	...	...	...	7,53,269	2,15,122	9,68,391
Total ...	544	119,165	117,968	90,659	2,52,339	10,828	7,352	16,55,878	3,54,427	22,80,824
Middle English.										
Managed by Government ...	5	383	325	265	5,243	...	...	2,506	...	7,749
Do. by District or Municipal Boards.	33	2,775	2,579	2,087	...	8,765	728	13,779	4,107	27,379
Aided by Government, District, or Municipal Boards.	663	48,686	46,673	36,918	18,086	1,17,234	4,342	2,44,707	1,51,955	5,36,324
Unaided	266	18,615	17,338	13,250	...	...	...	58,964	88,482	1,47,446
Total ...	967	70,459	67,015	52,520	23,329	1,25,999	5,070	3,19,956	2,44,544	7,18,898
Middle Vernacular.										
Managed by Government ...	18	1,108	1,115	810	6,491	...	290	1,943	349	9,073
Do. by District or Municipal Boards.	148	8,487	7,966	6,332	...	38,486	357	25,525	5,063	69,431
Aided by Government, District, or Municipal Boards.	674	35,936	34,431	27,235	39,949	46,290	2,707	1,22,292	62,525	2,73,763
Unaided	90	5,542	5,261	4,141	...	...	...	11,972	19,455	31,427
Total ...	930	51,073	48,773	38,518	46,440	84,776	3,354	1,61,732	87,392	3,83,694
Grand Total ...	2,441	240,69	233,756	181,697	3,22,108	2,21,603	15,776	21,37,566	6,86,363	33,33,416

APPENDIX V.

Statement showing the qualifications of Teachers in Government, Aided and Unaided High Schools for Boys and Girls during the year 1902-1903.

Class of Schools.	Number of schools.	Number of teachers employed.	Holders of Certificates of—																Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular mastership. First grade.	Vernacular mastership. Second grade.	Vernacular mastership. Third grade.	Guru Training School.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title examination.	Madrasah Control examination.	Other examinations.	Holding no certificate.	
High English — Government ...	57	872	43	180	148	184	56	3	...	3	6	18	...	...	46	33	52	100	79
High English — Aided	229	2,375	39	339	408	505	171	24	16	11	81	92	4	2	156	49	63	415	287
High English — Unaided	265	3,068	76	485	558	632	122	27	3	3	91	122	10	3	233	71	76	556	338
Total ...	551	6,315	158	1,004	1,114	1,321	349	54	19	17	178	232	14	5	435	153	191	1,071	704

APPENDICES VI and VII (combined).

Statement showing the amount of Expenditure incurred from public funds on Primary Education for Indian Pupils in the Lower Provinces of Bengal for 1902-1903.

	Number of pupils on the 31st March 1903.	Expenditure from— Public Funds. Provincial Revenues.	Public Funds. District Funds.	Public Funds. Municipal Funds.	Private Funds. Fees.	Private Funds. Subscriptions and other sources.	Total of Public Funds.	Total of Private Funds.
1	2	3	4	5	6	7	8	9
Stipendiary Schools.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For boys ... ... Upper	191,694	44,622	2,28,156	16,318	3,04,876	80,479	2,89,096	3,85,[illegible]
For boys ... ... Lower	917,628	1,13,561	6,98,719	43,122	12,69,607	3,04,214	8,55,402	15,73[illegible]
Total ...	1,109,322*	1,58,183	9,26,875	59,440	15,74,483	3,84,693	11,44,498	19,59,[illegible]
For girls ... ... Upper	8,132	23,384	4,669	3,743	5,630	71,083	31,196	76[illegible]
For girls ... ... Lower	53,915	29,000	61,083	5,089	2,384	72,764	95,172	82[illegible]
Total ...	62,047*	52,384	65,152	8,832	15,014	1,43,847	1,26,368*	1,5[illegible]
Total for Primary Schools aided or maintained from public funds	1,357,537	2,10,567	9,92,027	68,272	18,63,787	6,12,999	12,70,866	24,7[illegible]
Proportionate expenditure of the Primary Departments of Secondary Schools for Indian pupils	144,739	1,07,938	1,03,912	8,240	6,70,632	2,42,556	2,20,090	9,1[illegible]
Grand Total of *Direct Expenditure* on Primary Education for Indian pupils	1,502,290	3,18,505	10,95,939	76,512	25,34,519	8,55,455	14,90,956	33,39,974
Indirect Expenditure.								
(1) Charges for abolished Primary Schools (including Primary Fund Schools)	...	1,858	11,784	1,007	...	...	14,599	...
(2) Charges for buildings and furniture for Primary Schools, or for Technical or any other Schools paid from Primary Funds	...	30,583	21,961	3,134	...	...	55,678	...
(3) Charges for Subordinate Inspecting Agency	...	8,475	97,966	3,784	...	...	1,10,225	...
(4) Lower Primary Scholarships (including other Scholarships paid from Primary Fund)	...	3,058	27,540	570	...	...	31,168	...
(5) Miscellaneous charges incurred on Primary Education, including charges incurred from Primary allotments, such as purchase of Prize-books, grants to Technical Schools, money-order commissions, &c.	...	11,257	55,591	2,131	...	...	68,979	...
(6) Charges for the conduct of Lower Primary Scholarship Examination	...	1,000	16,433	18	...	...	17,451	...
(7) Add 80 per cent. of actual charges for Sub-Inspectors	...	14,885	1,69,269	308	...	...	1,84,462	...
Total of Indirect Expenditure ...	...	71,116	4,00,494	10,952	...	...	4,82,562	...
GRAND TOTAL EXPENDITURE ON PRIMARY EDUCATION FROM PUBLIC FUNDS	...	3,89,621	14,96,433	87,464	...	...	19,73,518	...

* These figures do not include the attendance and expenditure of unaided Primary Schools, Primary Schools for Europeans and those in Native States.

APPENDIX VIII.

Statement showing the expenditure from the Grants for Primary Education under the Department and the District and Municipal Boards and results of Upper and Lower Primary Scholarship Examinations during the year 1902-1903.

District.	Population (Census of 1901.)	Amount paid in subsistence allowance.	Total amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of pupils.			
					Upper primary scholarship examination.		Lower primary scholarship examination.	
					Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.				
Burdwan	1,532,475	12,343	19,286	31,629	352	2	1,680	35
Birbhum	902,280	8,878	5,235	14,113	287	2	668	21
Bankura	1,116,411	10,757	12,035	22,792	327	5	738	33
Midnapore	2,789,114	18,992	3,368	22,360	476	10	2,482	102
Hooghly	1,049,282	17,109	9,258	26,367	138	3	636	20
Howrah	850,514	10,704	5,484	16,188	77	8	531	29
Total for the Burdwan Division, for 1902-1903 ...	8,240,076	78,783	54,666	1,33,449	1,657	30	6,785	240
24-Parganas	2,078,340	25,369	20,623	45,992	77	12*	1,181	52*
Nadia	1,667,491	26,229*	...	26,229	96	(a)4	619	(b)15
Murshidabad	1,333,184	9,884	9,915	19,799	87	...	946	16
Jessore	1,813,274	9,164	14,265	23,429	92	...	895	20
Khulna	1,253,043	16,547	5,744	22,291	69	1	680	17
Total for the Presidency Division, for 1902-1903 ...	8,145,332	87,263	50,547	1,37,810	421	17	4,321	120
Calcutta	847,796	7,743	7,516	15,259	34	(c)109	277	(d)107
Rajshahi	1,462,407	16,806	4,360	21,166	225	...	997	20
Dinajpur	1,567,080	9,051	13,162	22,213	136	2	702	12
Jalpaiguri	787,380	12,500	4,514	17,014	40	...	315	12
Darjeeling	249,117	12,058	1,220	13,278	5	...	18	3
Rangpur	2,154,181	20,537	15,079	35,616	222	1	1,114	16
Bogra	854,533	6,839	4,624	11,463	150	1	522	1
Pabna	1,420,461	18,804	2,238	21,042	263	1	658	14
Total for the Rajshahi Division, for 1902-1903 ...	8,495,159	96,595	45,197	1,41,792	1,041	5	4,326	78
Dacca	2,649,522	23,786	17,969	41,755	420	3	1,588	76
Mymensingh	3,915,068	28,806	21,837	50,643	305	6	1,649	28
Faridpur	1,937,646	19,093	9,468	28,561	105	4	934	26
Backerguuge	2,291,752	29,249	10,525	39,774	341	6	1,775	78
Total for the Dacca Division, for 1902-1903 ...	10,793,988	1,00,934	57,799	1,60,733	1,171	19	5,946	208
Tippera	2,117,991	32,395	8,337	40,732	478	1	1,838	32
Noakhali	1,141, 728	22,011	2,652	24,663	292	1	1,513	31
Chittagong	1,353,250	11,398	17,272	28,670	298	2	1,347	40
Chittagong Hill Tracts ...	124,762	5,550	120	5,670	...	...	18	1
Total for the Chittagong Division, for 1902-1903 ...	4,737,731	71,354	28,381	99,735	1,068	4	4,716	104
Patna	1,624,985	16,411	13,269	29,680	41	2	1,167	7
Gaya	2,059,933	15,784	14,348	30,132	57	...	1,149	...
Shahabad	1,962,696	16,242	7,769	24,011	97	...	533	5
Saran	2,409,509	13,655	14,831	28,486	86	...	434	1
Champaran	1,790,463	13,846	9,473	23,319	49	...	457	2
Muzaffarpur	2,754,790	24,257	14,369	38,626	61	...	1,098	37
Darbhanga	2,912,611	18,571	15,058	33,629	53	...	1,418	6
Total for the Patna Division, for 1902-1903... ...	15,514,987	1,18,766	89,117	2,07,883	444	2	6,256	58
Monghyr	2,068,804	13,925	18,317	32,242	74	...	1,182	40
Bhagalpur	2,088,953	13,014	14,685	27,699	74	...	765	29
Purnea	1,874,794	17,792	4,396	22,188	44	...	516	6
Malda	884,030	8,244	5,362	13,606	191	...	510	7
Sonthal Parganas	1,809,737	19,671	12,597	32,268	144	9	1,342	65
Total for the Bhagalpur Division, for 1902-1903 ...	8,726,318	72,646	55,357	1,28,003	527	9	4,315	147

* Girls' Standard candidates included.
(a) Girls' Standard examination.
(b) Including 5 by Girls Standard examination.
(c) Passed Girls' Standard VI and U.
(d) Includes 105 passing Girls' standard IV.
(e) Includes Rs. 25 paid from Primary fund for the girls class of a Middle English School.
(f) Includes Rs. 252 to Government Schools and Rs. 60 to District Fund Schools.

APPENDIX VIII—*concluded.*

District.	Population (Census of 1901.)	Amount paid in subsistence allowance.	Total amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of pupils. Upper Primary Scholarship examination. Boys.	Upper Primary Scholarship examination. Girls.	Lower Primary Scholarship examination. Boys.	Lower Primary Scholarship examination. Girls.
1	2	3	4	5	6	7	8	9
		Rs.	Rs.	Rs.				
Cuttack	2,062,758	25,015	11,594	36,609	161	8	723	55
Balasore	1,071,197	12,803	2,094	14,897	101	4	321	27
Angul	1	4,798	1,136	5,934	23	...	157	3
Puri	4	15,783	678	16,461	81	...	366	37
Total for the Orissa Division, 1902-1903	4,343,150	58,399	15,502	73,901	366	12	1,567	122*
Orissa Tributary Mahals ...	1,947,802	10,908	3,455	14,363	107	2	326	12
Hazaribagh	1,177,961	14,442	8,496	22,928	37	2	401	11
Ranchi	1,187,925	18,452	3,630	22,082	37	3	448	34
Palamau	619,600	10,070	2,244	12,314	34	...	297	11
Manbhum	1,301,364	18,247*	5,660	23,907	80	1	384	13
Singhbhum	613,579	14,826	847	15,673	48	...	268	10
Total for the Chota Nagpur Division, 1902-1903	4,900,429	76,037	20,867	96,904	236	6	1,798	79
Grand Total for the Province, 1902-1903 ...	76,692,668	7,79,428	4,30,404	12,09,832	7,072	215	40,633	1,275
Grand Total for 1901-1902	76,692,668	...*	...*	7,93,387	6,193	237	44,687	1,285

* The old system of payments by results changed in 1902-1903.

APPENDIX IX.

Statement showing the attendance and expenditure of Upper Primary Schools for Indian boys for 1902-19-

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1903.	Average number on the rolls monthly.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	16	568	521	385	800	13	84	712	.....	1,609
„ by District or Municipal Boards.	9	241	230	169	.....	622	380	130	.....	1,132
Aided by Government or by District or Municipal Boards.	4,435	190,885	180,157	141,049	43,822	2,27,521	15,854	3,04,934	80,479	6,71,710
Unaided	86	3,557	3,290	2,605	.....	.....	.....	7,528	4,214(a)	11,742(a)
Total for 1902-1903 ...	4,546	195,251	184,198	144,208	44,622	2,28,156	16,318	3,12,404	84,693	6,86,193
„ for 1901-1902 ...	4,299*	182,527	172,848	136,075	26,209	1,72,400	16,732	2,93,739	83,401(b)	6,02,481(b)

* Including 182 unaided Upper Primary Schools.
(a) Inclusive of Rs. 20 paid from Native State revenues.
(b) Ditto of Rs. 5,754 ditto ditto.

APPENDIX X.

Statement of attendance and expenditure of Lower Primary Schools for Indian boys for 1902-1903.

Class of School.	Number of schools.	Number of pupils on the rolls on the 31st March 1903.	Average number on the rolls monthly.	Average daily attendance.	Expenditure— From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees, &c.	From private funds. Other sources.	Total.
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	3	88	75	65	241	32	...	...	...	273
Ditto by District or Municipal Boards.	9	407	361	289	...	638	466	338	...	1,442
Aided by Government or by District or Municipal Boards.	33,506	917,133	838,129	675,214	113,320	6,98,049	42,656	12,69,269	3,04,214	24,27,508
Unaided	9,352	173,534	154,000	130,172	...	...	...	2,65,765	66,782(*a*)	3,32,547(*a*)
Total for 1902-1903 ...	42,870	1,091,162	992,565	805,740	113,561	6,98,719	43,122	15,35,372	3,70,996	27,61,770
Total for 1901-1902 ...	41,611	1,029,412	947,755	772,863	78,505	4,10,411	38,174	15,43,563	3,56,994(*b*)	24,27,647 (*b*)

(*a*) Inclusive of Rs. 1,345 from Native States revenues and Rs. 25 from subscriptions in Native States and Rs. 306 from Endowment, etc., in Native States.
(*b*) Ditto of Rs. 6,459 from Native State revenues.

APPENDIX XI.

Statement showing results of the first-grade Training Schools for 1902-1903.

Name of School.	Second year class certificate. Candidates examined.	Number passed. High.	Medium.	Low.	Total.	First year class certificate. Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Third-grade certificate. Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Total. Candidates examined.	Passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Calcutta	28	...	12	6	18	8	2	1	1	4	...	...	...	...	...	36	22	61·1
Hooghly	44	5	24	1	30	44	1	12	2	15	...	...	...	...	...	88	45	51·1
Dacca	23	...	11	1	12	21	5	4	2	11	...	...	...	...	...	44	23	52·2
Chittagong	15	3	7	...	10	11	2	6	1	9	...	...	...	...	...	26	19	73·1
Rangpur	18	1	13	2	16	16	...	10	2	12	...	...	...	...	...	34	28	82·3
Krishnagar C. M. S. (aided)	2	...	...	...	...	8	1	4	2	7	...	...	...	...	...	10	7	70·0
Total ...	130	9	67	10	86	108	11	37	10	58	...	...	...	...	...	238	144	60·5
Patna	36	3	15	6	24	20	...	5	3	8	...	...	...	...	...	56	32	57·1
Ranchi	7	3	4	...	7	2	1	1	...	2	...	...	...	...	...	9	9	100
Cuttack	11	...	4	5	9	7	...	1	2	3	...	...	...	...	...	18	12	66·6
Total ...	54	6	23	11	40	29	1	7	5	13	...	...	...	...	...	83	53	63·8
Grand Total ...	184	15	90	21	126	137	12	44	15	71	*	...	..	...	...	321	197	61·4
Grand Total for 1901-1902	103	19	60	15	84	166	4	52	22	78	198	5	94	35	134	477	306	64·1

* The third-year class having been abolished during 1902-1903, there was no more third grade certificate examination this year.

APPENDIX XII.

Showing the results of the English Teachership Examination for 1902-1903.

Name of centre.	First grade.		Second grade.		Third grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7	8	9
Calcutta ...	1	1	...	...	...	...	1	1

APPENDIX XIII.

Statement showing qualifications of Teachers in Government, Aided and Unaided Schools for boys and girls during the year 1902-1903.

Class of School.	Number of schools.	Number of teachers employed.	Holders of certificates.															Holding no certificate.	Number of vacancies which occurred during the year.	Remarks.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. First grade.	Vernacular Mastership. Second grade.	Vernacular Mastership. Third grade.	Guru-training school.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title Examination.	Madrasah Central Examination.	Other examinations.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Middle English.																				
1. Burdwan	270	1,170	...	2	51	244	199	42	32	16	124	196	24	3	3	...	2	233	142	
2. Presidency	156	679	...	2	42	154	89	19	8	17	82	81	10	2	3	1	7	152	85	
3. Calcutta	14	94	...	1	14	14	22	4	1	...	5	10	...	...	3	1	3	16	3	
4. Rajshahi	90	372	...	...	31	80	77	12	7	1	51	62	8	1	1	...	...	41	51	
5. Dacca	181	746	...	...	25	180	138	25	10	...	60	161	18	5	1	3	...	120	126	
6. Chittagong ...	75	297	..	...	9	62	65	10	3	...	23	72	10	...	...	4	...	39	22	
7. Patna	44	192	...	...	8	35	30	9	6	2	17	36	7	4	2	...	1	35	24	
8. Bhagalpur	39	169	...	...	10	30	29	5	3	2	16	32	8	7	...	...	...	27	18	
9. Orissa	45	191	1	1	2	28	31	4	5	6	39	33	6	1	2	...	1	31	25	
10. Orissa Tributary Mahals.	10	45	...	...	1	8	5	1	...	1	9	8	7	...	...	...	...	5	2	
11. Chota Nagpur ...	35	157	1	...	4	31	20	10	4	1	17	20	8	6	1	...	1	33	18	
Total ...	968	4,112	2	6	197	866	715	141	79	46	443	711	106	29	16	9	15	731	516	
Middle Vernacular.																				
1. Burdwan	144	488	...	...	2	48	122	16	16	16	61	109	22	1	...	...	1	69	67	
2. Presidency	173	558	...	...	10	56	101	29	1	14	39	180	12	4	...	...	...	112	41	
3. Calcutta	12	63	...	1	2	8	9	5	...	...	4	10	6	...	2	...	...	16	2	
4. Rajshahi	110	277	...	...	1	16	80	18	8	2	14	98	7	2	...	1	...	30	28	
5. Dacca	220	559	...	...	5	50	130	20	7	1	30	198	19	11	2	2	...	84	62	
6. Chittagong	108	290	...	...	1	17	63	13	7	1	10	129	10	...	...	1	...	38	14	
7. Patna	52	166	...	...	1	3	63	12	12	2	6	44	8	4	...	...	...	11	11	
8. Bhagalpur ...	47	157	...	...	1	8	40	6	11	3	1	59	9	4	...	...	...	15	18	
9. Orissa	43	134	...	...	...	5	25	6	15	3	11	47	10	2	1	...	2	7	13	
10. Orissa Tributary Mahals.	8	24	...	...	...	1	4	1	2	1	...	11	1	...	...	...	...	3	...	
11. Chota Nagpur ...	34	107	...	...	1	3	31	4	6	3	3	40	7	5	...	...	...	4	9	
Total ...	951	2,818	...	1	24	215	668	130	85	46	179	925	111	33	5	4	3	389	265	
Grand Total for Middle Schools	1,919	6,930	2	7	221	1,081	1,383	271	164	92	620	1,636	217	62	21	13	18	1,120	781	
Grand Total for 1901-1902	1,857	6,849	1	8	225	1,042	1,366	292	148	84	567	1,657	193	70	23	18	13	1,147	685	
Upper Primary.																				
1. Burdwan	1,046	1,379	...	...	...	10	12	19	19	22	130	617	226	43	2	...	4	275	94	
2. Presidency	563	819	...	1	2	13	14	14	17	38	90	277	100	29	1	...	6	217	46	
3. Calcutta	35	138	...	1	...	10	3	6	1	...	10	19	16	7	1	...	7	57	...	
4. Rajshahi	512	809	...	...	1	2	5	8	11	13	70	365	212	56	1	...	1	64	101	
5. Dacca	948	1,362	...	...	...	14	21	21	21	3	120	628	202	98	..	12	1	221	129	
6. Chittagong	549	806	...	...	...	3	9	6	5	3	41	460	157	32	4	13	..	73	25	
7. Patna	264	504	...	...	...	1	12	20	15	10	19	210	113	72	...	...	...	32	28	
8. Bhagalpur	307	540	...	...	...	...	2	5	11	3	21	252	156	74	...	...	...	16	33	
9. Orissa	275	522	...	...	...	...	16	5	19	38	34	194	115	47	4	...	2	48	96	
10. Orissa Tributary Mahals.	65	98	...	...	...	...	...	2	...	6	7	48	25	1	...	...	...	9	3	
11. Chota Nagpur ...	171	359	...	...	...	1	4	3	14	15	24	95	88	63	...	...	5	47	17	
Total ...	4,735	7,336	...	2	3	54	98	109	133	151	565	3,165	1,410	522	13	25	26	1,059	572	
Total for Upper Primary Schools for 1901-1902	4,485	6,758	...	1	3	58	69	102	122	149	521	3,000	1,236	448	8	21	29	991	516	

APPENDIX XIV.

Statement showing the attendance and expenditure of the institutions teaching Engineering and Surveying for 1902-1903.

Name of institution.	Number of institutions.	Number of pupils on the 31st March 1903.	Average monthly roll number.	Expenditure— From public funds. From Provincial revenues.	From district funds.	From Municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
Engineering College.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Civil Engineering College, Sibpur	1	313	336	1,26,645	...	...	23,979	...	1,50,624	376 15 0	448 5 0
Government and Aided Survey and Engineering Schools.											
1. Dacca Survey School	1	119	140	14,583	...	...	3,041	1,327	18,951	104 2 7	135 5 9
2. Cuttack ,, ,, ...	1	96	89	3,952	...	...	1,154	...	5,106	44 6 5	57 5 11
3. Bihar School of Engineering ...	1	105	141	24,522	...	...	1,725	1,141	27,388	173 14 7	194 3 9
4. Angul Survey School (aided) ...	1	21	14	413	...	...	7	...	420	29 8 0	30 0 0
Total ...	4	341	384	43,470	...	...	5,927	2,468	51,865	113 3 3	135 1 0½
Grand Total ...	5	654	720	1,70,115	...	...	29,906	2,468	2,02,489	236 4 4	281 3 1

APPENDIX XV.

Statement showing the attendance and expenditure of the institutions teaching Art and Industry during the year 1902-1903.

Name of School.	Number of institutions.	Number of pupils on the rolls on the 31st March 1903.	Average monthly number on the rolls.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. Cost to public funds.	Total cost.
Art Industry, Agriculture and Commerce.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government School of Art ...	1	230	186	25,099	...	...	4,328	...	29,427	134 14 5	158 3 2
2. Jessore Board School of Art ...	1	3	3	...	190	...	...	...	190	63 5 4	63 5 4
3. Unaided Schools of Art in Calcutta	2	118	112	...	...	...	4,344	4,056	8,400	...	75 0 0
Total ...	4	351	301	25,099	190	...	8,672	4,056	38,017	84 0 3	126 4 10
Government Industrial School.											
1. Ranchi Industrial School	1	52	53	2,372	...	...	...	796	2,168	44 12 1	59 12
Board Industrial Schools.											
1. Burdwan Technical School ...	1	29	31	...	1,646	240	408	102	2,396	60 13 5	77 4 8
2. Rangpur ,, ,, ...	1	94	113	1,200	1,168	...	1,234	2,132	5,754	20 15 3	50 14 8
3. Boalia D. J. Sericultural School ...	1	11	13	228	499	...	...	...	747	55 14 9	55 14 9
4. Pabna Technical School	1	75	82	600	1,258	...	2,103	1,186	5,147	22 10 6	62 12 3
5. Kasi Kisor ,, ,, Mymrensing	1	12	13	...	1,798	...	...	835	2,633	138 4 11	202 8 7
6. Elliott Artisan School, Comilla ...	1	51	53	...	5,612	...	455	1,796	7,863	105 14 2	148 5 8
Total ...	6	272	305	2,028	11,981	240	4,220	6,051	24,520	46 11 5	80 6 3
Aided Industrial Schools.											
Burdwan	1*	11	18	850	1,093	...	39	467	2,454	108 3 7	136 5 4
Presidency	2	36	28	360	...	144	...	4,719	5,223	18 0 0	186 8 7
Calcutta	2	64	66	300	...	75	...	3,803	4,178	5 10 11	63 4 10
Orissa	2	47	34	...	200	...	15	715	930	5 14 1	27 5 8
Chota Nagpur	9	188	185	750	632	...	...	2,570	3,952	7 7 6	21 5 9
Total ...	16	346	331	2,260	1,930	219	54	12,274	16,737	13 5 1	40 9 0
Unaided Industrial Schools.											
Chota Nagpur	2	31	29	...	...	...	...	34	34	...	1 2 9
Grand total of Industrial Schools ...	25	701	718	6,660	13,911	459	4,274	19,155	44,459	29 4 7	61 14 8
The Agricultural Class attached to the Civil Engineering College, Sibpur.	1	21	16	8,580	...	...	480	...	9,060	536 4 0	566 4 0
Unaided Commercial School in Calcutta	4	262	327	...	...	...	14,332	1,196	15,528	...	47 7 9
Total Technical Schools ...											
Grand Total ...	54	1,335	1,362	40,339	14,101	459	27,758	24,407	1,07,064	40 4 11	78 9 9

* Besides, there is a Technical class attached to the Mission Upper Primary School at Bankura.

APPENDIX XVI.

Statement showing the attendance and expenditure of Secondary and Primary Schools for Indian girls for 1902-1903.

Class of School.	Number of schools.	Number on the rolls on 31st March.	Average monthly roll number.	Average daily attendance.	Expenditure— From public funds. Provincial Revenues.	District funds.	Municipal funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government	6	424	399	314	22,619	6	...	6,436	508	29,569
Ditto by District or Municipal Boards.	2	95	80	55	...	378	339	41	146	904
Aided by Government or by District or Municipal Boards.	2,888	63,588	58,542	44,266	70,193	65,080	9,994	25,417	1,65,049	3,35,733
Unaided*	534	9,176	8,405	6,682	...	...	...	997	14,183	15,180
Total for 1902-1903 ...	3,430	73,283	67,426	51,317	92,812	65,464	10,333	32,891	1,79,886	3,81,386
						1,68,609			2,12,777	
Do. for 1901-1902 ...	2,682	59,174	55,018	41,531	81,592	39,759	10,211	30,967	1,88,173	3,50,702
						1,31,562			2,19,140	
Do. for 1900-1901 ...	2,644	57,426	56,714	40,028	85,005	38,046	9,518	34,225	1,67,027	3,33,821
						1,32,569			2,01,252	
Do for 1899-1900 ...	...	...	...	...	88,458	37,828	9,378	34,011	1,36,976	3,06,651
						1,35,664			1,70,987	
Do. for 1898-99 ...	...	...	...	...		1,29,690			2,10,052	3,39,742

* Includes schools in Native States.

APPENDIX XVII.

Comparative statement showing the amount of Expenditure incurred on European Education for 1901-1902 and 1902-1903.

	1901-1902. Government Expenditure.	1901-1902. Total Expenditure.	1902-1903. Government Expenditure.	1902-1903. Total Expenditure.
1	2	3	4	5
Direct Expenditure.	Rs.	Rs.	Rs.	Rs.
(a) Training College	7,890	7,890	5,554	5,554
(b) Government Schools (Secondary)	27,229	38,105	28,543	40,766
(c) Secondary Schools	(a)1,21,935	8,53,009	(b)1,55,160	9,06,803
(d) Primary Schools	17,364	51,249	15,842	53,506
(e) Pupil Teachers	400	400	400	400
Total ...	1,74,818	9,50,253	2,05,499	10,12,029
Indirect Expenditure.				
Boarding Charges	18,537	5,65,125	(c)20,141	5,11,154
Building and Furniture	28,842	1,70,469	(d)62.153	2,81,234
Scholarships	7,532	7,532	7,300	7,300
Cadets	7,284	7,396	6,480	7,020
Annual Examination	1,394	6,380	(e)2,183	6,771
Superintendence	17,000	17,000	17,515	17,515
Total ...	80,589	7,73,302	1,15,772	8,30,994
Grand Total ...	2,55,407	17,24,155	3,21,271	18,43,023

(a) This amount does not include Rs. 129, the medicine grant to the Calcutta Free School, as the grant is not paid through this office.

(b) This amount includes a Special Government grant of Rs. 20,000 and Rs. 1,950 for the College department of St. Paul's School, Darjeeling, not paid through this office.

(c) Appropriated as follows :—Rs. 1,944 by the Training College, Rs. 10,607 by the Victoria School and Rs. 7,590 by the Dow Hill School.

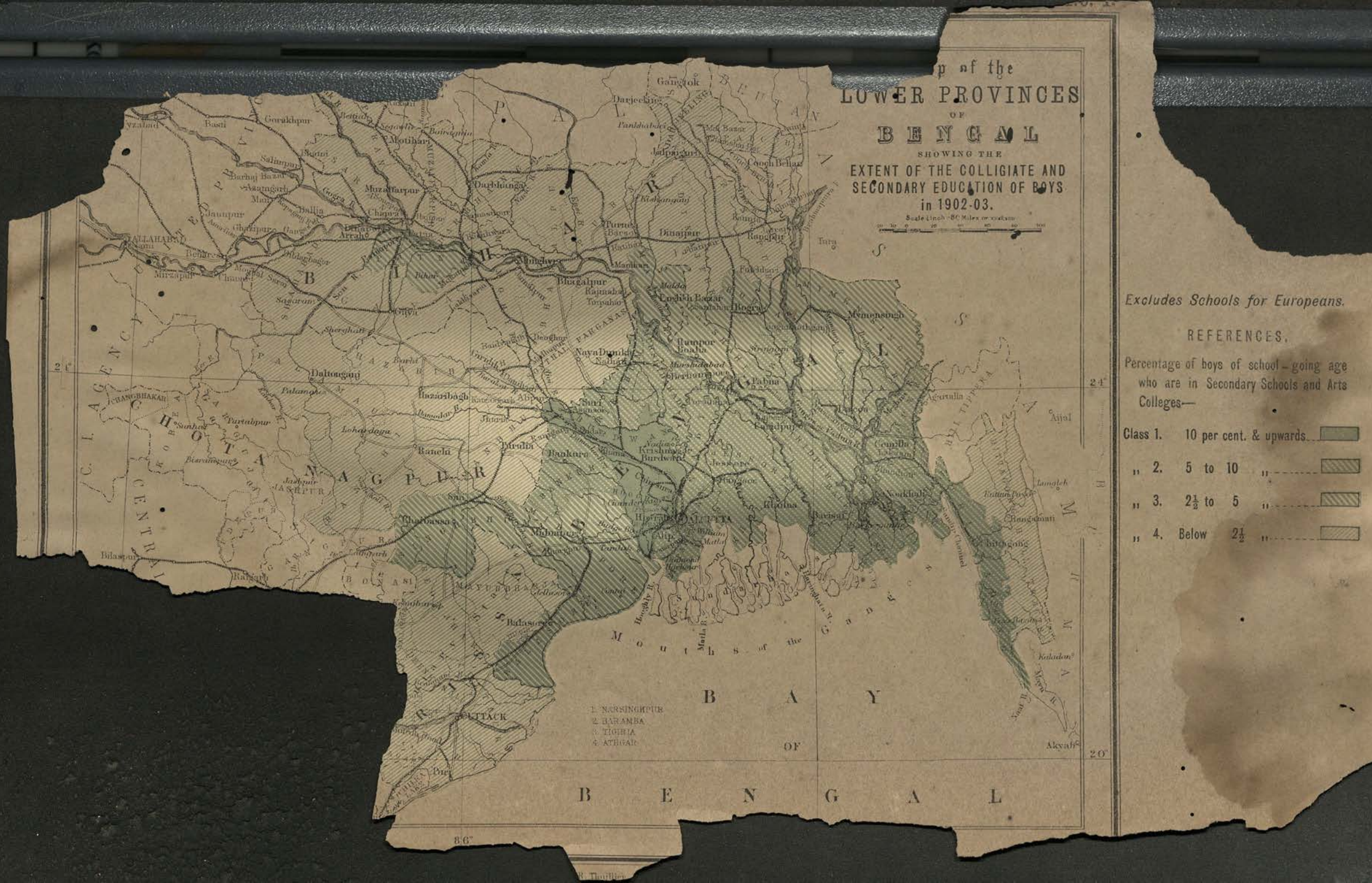
(d) This amount includes a building grant of Rs. 25,000 to the Diocesan Girls' High School, Darjeeling, not paid through this office. It also includes Rs. 4,000 expended by the Training College on miscellaneous items.

(e) The remuneration to Superintendents for 1901 was paid in 1902.

APPENDIX XVIII.

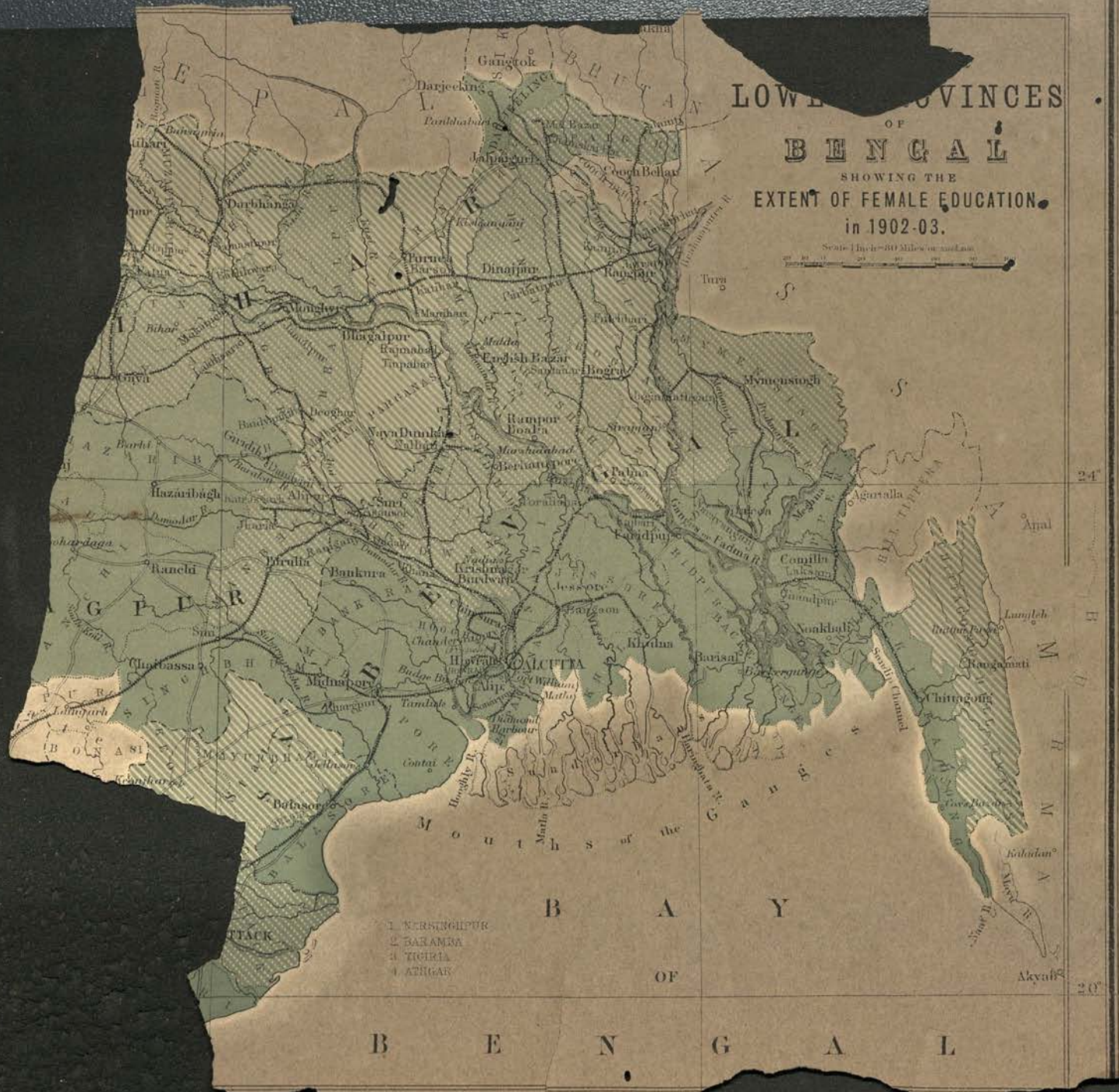
Statement showing the number of Muhammadan pupils in different classes of Institutions during 1901-1902 and 1902-1903.

Class of Institutions.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1901-1902.	1902-1903.	1901-1902.	1902-1903.	1901-1902.	1902-1903.
Public Institutions—						
Arts Colleges	8,150	8,030	491	477	6·0	5·9
Professional Colleges	2,427	2,488	93	119	3·8	4·8
High schools	123,899	122,737	14,819	14,356	11·9	11·7
Middle English schools	71,632	74,943	10,786	11,505	15·8	15·3
,, vernacular schools ...	55,061	52,570	10,226	9,816	18·5	18·7
Upper primary schools	192,223	204,549	346,764	50,983	27·3	27·3
Lower ,, ,, ...	1,077,858	1,153,926		319,778		
Training schools	1,269	1,456	35	80	·7	5·5
Technical ,, ...	11,621	12,192	768	809	6·6	6·6
Madrasahs	3,882	4,909	3,857	4,892	99·4	99·6
Total ...	1,548,022	1,637,800	387,839	412,815	25·05	25·2
Private Institutions—						
Advanced	26,654	26,228	14,589	15,185	55·7	57·8
Elementary	36,055	29,992	6,767	5,274	18·	17·6
Teaching the Koran only	53,099	55,976	53,079	55,976	99·9	100·
Other schools not conforming to departmental standards.	3,831	4,659	400	365	10·4	7·8
Total ...	119,639	116,855	74,835	76,800	62·5	65·7
Grand Total ...	1,667,661	1,754,655	462,674	489,615	27·7	27·9


p of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF THE COLLIGIATE AND
SECONDARY EDUCATION OF BOYS
in 1902-03.
Scale 1 inch = 80 Miles or 1/5,000,000
Excludes Schools for Europeans.
REFERENCES.
Percentage of boys of school-going age who are in Secondary Schools and Arts Colleges—
Class 1. 10 per cent. & upwards.
" 2. 5 to 10 "
" 3. 2½ to 5 "
" 4. Below 2½ "
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
Mouths of the
BAY
OF
BENGAL
HOTANAGPUR
CHOTA NAGPUR
CENTRAL PROVINCES
BIHAR
ORISSA
BENGAL
ASSAM
BHUTAN
NEPAL
SIKKIM
Gangtok
Darjeeling
Jalpaiguri
Cooch Behar
Gorakhpur
Basti
Motihari
Darbhanga
Muzaffarpur
Jaunpur
Ghazipur
Ballia
Arrah
ALLAHABAD
Benares
Mirzapur
Bhagalpur
Rajmahal
Purnea
Dinajpur
Rangpur
Maldah
English Bazar
Berhampur
Murshidabad
Sherpur
Pabna
Mymensingh
Sasaram
Gaya
Sherghati
Naya Dumka
Daltonganj
Hazaribagh
Ranchi
Purulia
Bankura
Burdwan
Krishnagar
Jessore
Khulna
Barisal
Faridpur
Dacca
Sylhet
Agartala
Aijal
Lohardaga
Palamau
Parasnath
Sambar
Jashpur
Raigarh
Bilaspur
Chanda
Chanda Bhakar
Chhattisgarh
Sambalpur
Midnapur
Balasore
Cuttack
Puri
Akyab
Chittagong
Comilla
Narayanganj
Tamaleh
Kaladan
Naaf R.
Meghna R.
Hooghly R.
Mahanadi R.
Brahmani R.
Baitarni R.
Subarnarekha R.
Damodar R.
Ganges R.
Brahmaputra R.
Sunderbans
Chilka Lake
Barren I.
Narcondam I.
Andaman Is.
Nicobar Is.
8.6"
20°
24°

Map
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF PRIMARY EDUCATION
FOR BOYS
in 1902-03.
Excludes Schools for Europeans.
REFERENCES.
Percentage of boys of school-going age who are in Primary Schools—
Class 1. 40 per cent. & upwards
" 2. 30 to 40 "
" 3. 15 to 30 "
" 4. Below 15 "
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
Mouths of the Ganges
BAY OF BENGAL
CALCUTTA
Howrah
Midnapore
Bankura
Burdwan
Hooghly
Jessore
Khulna
Barisal
Noakhali
Comilla
Chittagong
Rangamati
Dacca
Mymensingh
Bogra
Rajshahi
Pabna
Rampur Boalia
Murshidabad
Berhampore
Krishnagar
Nadia
Rajmahal
Bhagalpur
Purnea
Dinajpur
Rangpur
Darjeeling
Gangtok
Jalpaiguri
Cooch Behar
Darbhanga
Muzaffarpur
Chapra
Patna
Gaya
Shahabad
Monghyr
Ranchi
Hazaribagh
Lohardaga
Palamau
Daltonganj
Chaibassa
Balasore
Cuttack
Puri
Bilaspur
Jashpur
Sambalpur
Raipur
Jubbulpore
Mirzapur
Benares
Allahabad
Jaunpur
Azamgarh
Gorakhpur
Basti
Fyzabad
Gonda
Bahraich
Lucknow
Cawnpore
Agra
Aligarh
Meerut
Delhi
Simla
Dehra Dun
Saharanpur
Bareilly
Pilibhit
Shahjahanpur
Lahore
Amritsar
Jullundur
Ludhiana
Ambala
Rawalpindi
Peshawar
Quetta
Multan
Lyallpur
Sialkot
Gujranwala
Rohtak
Hissar
Karnal
Gurgaon
Jhelum
Kohat
Bannu
Dera Ghazi Khan
Dera Ismail Khan
Mandalay
Akyab
Kaladan
Chittagong
Agartala
Ajmal
Jangleh
Rangamati
Sandwip Channel
Hooghly R.
Matla R.
Brahmaputra R.
Ganges R.
Jamuna R.
Meghna R.
Karnaphuli R.
Kaladan R.
Mayurbhanj
Chota Nagpur
Central Provinces
Central India
Rajputana
Nepal
Bhutan
Assam
Burma
Tibet
24°
20°

No. III.



Excludes Schools for Europeans.

REFERENCES.

Percentage of girls at Colleges and at Secondary and Primary Schools to female population of school-going age.

Class 1. 2 to 6 per cent. & upwards

" 2. 1 to 2 "

" 3. ½ to 1 "

" 4. Below ½ "

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF MUHAMMADAN EDUCATION
in 1902-03.
Excludes Schools for Europeans.
REFERENCES.
Percentage of Muhammadan pupils to Muhammadan population of school-going age—
Class 1. 20 per cent. & upwards
" 2. 10 to 20 "
" 3. 5 to 10 "
" 4. Below 5 "
BAY
OF
BENGAL
Mouths of the Ganges
CALCUTTA
Gangtok
Darjeeling
Cooch Behar
Dinajpur
Rangpur
Bogra
Rampur Boalia
Pabna
Dacca
Mymensingh
Faridpur
Barisal
Khulna
Jessore
Krishnagar
Burdwan
Hooghly
Midnapore
Bankura
Purulia
Ranchi
Hazaribagh
Daltonganj
Gaya
Patna
Bhagalpur
Darbhanga
Muzaffarpur
Gorakhpur
Benares
Allahabad
Jaunpur
Ghazipur
Ballia
Azamgarh
Basti
Fyzabad
Gonda
Tulsipur
Mirzapur
Chunar
Sasaram
Monghyr
Purnea
Malda
Rajshahi
Noakhali
Comilla
Chittagong
Agartala
Akyab
Balasore
Chaibassa
Jashpur
Sambalpur
Bilaspur
Raipur
Lohardaga
Palamau
Sherghati
Barhi
Dumka
Nalhati
Suri
Jhalda
Bangaon
Chandernagore
Alipore
Matla R.
Hooghly R.
Meghna R.
Brahmaputra R.
Tista R.
Ganges R.
Sunderbans
Chandpur
Lungleh
Kaladan
Akyab
Ajal
Tura
Punakha
Jalpaiguri
Rangamati
Bhuban
Sambalpur
Chanda
Nagpur
Jubbulpore
Mirzapur
Chunar
Benares
Allahabad
Jaunpur
Ghazipur
Ballia
Azamgarh
Basti
Gorakhpur
Fyzabad
Gonda
Tulsipur
Mankapur
Muzaffarpur
Darbhanga
Monghyr
Bhagalpur
Purnea
Dinajpur
Rangpur
Bogra
Rampur Boalia
Pabna
Dacca
Mymensingh
Faridpur
Barisal
Khulna
Jessore
Krishnagar
Burdwan
Hooghly
Midnapore
Bankura
Purulia
Ranchi
Hazaribagh
Daltonganj
Gaya
Patna
Bhagalpur
Darbhanga
Muzaffarpur
Gorakhpur
Benares
Allahabad
Jaunpur
Ghazipur
Ballia
Azamgarh
Basti
Fyzabad
Gonda
Tulsipur
Mirzapur
Chunar
Sasaram
Monghyr
Purnea
Malda
Rajshahi
Noakhali
Comilla
Chittagong
Agartala
Akyab
Balasore
Chaibassa
Jashpur
Sambalpur
Bilaspur
Raipur
Lohardaga
Palamau
Sherghati
Barhi
Dumka
Nalhati
Suri
Jhalda
Bangaon
Chandernagore
Alipore
Matla R.
Hooghly R.
Meghna R.
Brahmaputra R.
Tista R.
Ganges R.
Sunderbans
Chandpur
Lungleh
Kaladan
Akyab
Ajal
Tura
Punakha
Jalpaiguri
Rangamati
Bhuban
Sambalpur
Chanda
Nagpur
Jubbulpore
24°
20°
1. KARSINGHPUR
2. BARAMBA
3. TIGRIA
4. ATHGAR

Education—General Table I.

Abstract Statement of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the Official year 1902-1903.

(For details, see General Table III.)

Area and Population.				Public Institutions for—						
Total area in square miles.	Number of towns and villages.	Population.	Institutions and scholars.	Collegiate education.		School education, general.		School education, special.		Total of public institutions.
				Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8	9	10	11
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns, including municipalities 186 Villages 215,281 Total 215,467	Males ... 38,346,755 Females ... 38,345,913 Total ... 76,692,668* Number of population of school-going age— Males ... 5,752,013 Females ... 5,751,887 Total ... 11,503,900	Institutions. For males ...	42	21	2,464	47,424	50	662	50,663
			Institutions. For females ...	3	...	64	3,414	10	...	3,491
			Institutions. Total ...	45	21	2,528	50,838	60	662	54,154
			Scholars. Males ...	8,001	2,465	244,457	1,244,343	868	17,016	1,517,150
			Scholars. Females ...	29	23	5,793	114,132	588	85	120,650
			Scholars. Total ...	8,030	2,488	250,250	1,358,475	1,456	17,101	1,637,800

Area and Population.				Private Institutions.			Grand Total.	Percentage of—	
Total area in square miles.	Number of towns and villages.	Population.	Institutions and scholars.	Advanced.	Elementary.	Total of private institutions.			
				12	13	14	15	16	
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns including municipalities 186 Villages ... 215,281 Total ... 215,467	Males ... 38,346,755 Females ... 38,345,913 Total ... 76,692,668* Number of population of school-going age— Males ... 5,752,013 Females ... 5,751,887 Total ... 11,503,900	Institutions. For males ...	2,197	7,002	9,199	59,862	Institutions to number of towns and villages.	27·78
			Institutions. For females ...	...	276	276	3,767		1·75
			Institutions. Total ...	2,197	7,278	9,475	63,629		29·53
			Scholars. Males ...	25,894	81,751	107,645	1,624,795	Male scholars to male population of school-going age.	28·25
			Scholars. Females ...	334	8,876	9,210	129,860	Female scholars to female population of school-going age.	2·26
			Scholars. Total ...	26,228	90,627	116,855	1,754,655		15·25

N.B.—1. A town contains 5,000 inhabitants or upwards; a village contains less than 5,000 inhabitants.
The population of school-going age is taken at 15 per cent. of the whole population.
* Including 1,947,802 of the Orissa Tributary Mahals.

EDUCATION—

Abstract Return of Expenditure on Public Instruction in the Lower

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate education.		School education, general.		School education, special.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions ... For males ...	8,08,232	4,27,351	39,49,024	34,77,209	86,682	5,23,578	92,72,076
„ females ...	13,311	...	4,64,058	3,28,949	48,511	...	8,54,829
Total ...	8,21,543	4,27,351	44,13,082	38,06,158	1,35,193	5,23,578	1,01,26,905
2.—(*a*) Percentage of provincial expenditure, included in columns 2—17, to total provincial expenditure on public instruction	8·5	11·2	18·7	7·7	2·9	8·7	57·7
(*b*) Percentage of district fund expenditure, included in columns 2—17, to total district fund expenditure on public instruction	...	...	13·14	58·8	·03	1·33	73·3
(*c*) Percentage of municipal fund expenditure, included in columns 2—17, to total municipal fund expenditure on public instruction ...	...	...	17·3	65·0	...	3·9	86·2
(*d*) Percentage of total expenditure, included in columns 2—17, to total expenditure on public instruction ...	6·1	3·2	32·6	28·1	·9	3·9	74·8
3.—AVERAGE* ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions ... Cost to provincial revenues	109 4 6	255 12 2	14 10 11	1 8 3	164 2 7	66 7 4	45 8 5
Cost to district or municipal funds...	...	...	0 0 5	0 2 10	1 0 5	...	0 0 8
Total cost from all sources ...	204 11 0	309 9 0	36 7 3	2 10 5	165 6 5	88 11 8	74 6 4
Municipal and District Board institutions ... Cost to provincial revenues	14 10 6	...	0 3 6	...	...	6 9 4	0 6 7
Cost to district and municipal funds ...	...	...	4 5 9	4 3 4	...	40 4 8	5 2 2
Total cost from all sources ...	94 8 6	57 3 0	11 11 7	5 2 11	...	80 3 7	13 5 5
Aided institutions ... Cost to provincial revenues	14 11 0	...	2 6 4	0 3 4	16 6 10	4 5 6	0 7 10
Cost to district or municipal funds...	...	...	1 6 8	0 15 8	...	2 5 4	1 0 6
Total cost from all sources ...	107 15 1	...	16 14 8	3 3 2	70 4 10	17 15 2	4 14 7
Unaided institutions—Total cost from all sources.	49 8 0	26 3 10	17 9 11	2 2 11	5 7 8	12 11 3	8 6 0
Total cost to provincial revenues ...	29 13 9	128 6 11	2 4 0	0 2 11	61 2 10	15 5 8	1 1 9
„ „ municipal or district funds.	...	...	0 15 9	0 13 7	0 5 1	1 9 4	0 14 0
Total cost from all sources ...	99 1 0	168 11 5	18 2 8	3 0 11	95 2 2	31 8 11	6 10 11

General Table II.

Provinces of Bengal for the official year 1902-1903.

General Table IV.)

Total indirect expenditure on Public Instruction.								Total expenditure on public instruction.	Remarks.
University.	Direction.	Inspection.	Scholarship.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,26,543	68,119	6,66,697	2,57,135	9,30,889	2,02,821	10,67,675	34,19,878	1,35,46,783	
2,26,543	68,119	6,66,697	2,57,135	9,30,889	2,02,821	10,67,675	34,19,878	1,35,46,783	
...	2·3	11·9	6·6	14·2	4·0	3·3	42·3	100·0	
...	...	18·34	1·84	·61	1·01	4·9	26·7	100·0	
...	...	3·9	·8	3·9	1·8	3·4	13·8	100·0	
1·7	·5	4·9	1·9	6·9	1·5	7·8	25·2	100·0	

* The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

Return of Colleges, Schools and Scholars in the Lower

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS											
	UNDER PUBLIC MANAGEMENT.											
	Managed by Government.				Managed by District or Municipa Boards.				Maintained by Native States.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13
ARTS COLLEGES.												
COLLEGIATE EDUCATION. English	11	1,786	2,051	1,679	1	50	58	46	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.												
Law	7	219	254	150	1	13	16	12	...	...	...	...
Medicine	1	555	651	616	...	...	...	...	...	...	...	...
Engineering	1	313	336	252	...	...	...	...	...	...	...	...
Teaching	1	15	15	15	...	...	...	...	...	...	...	...
Agriculture	1	21	16	11	...	...	...	...	...	...	...	...
Total of Colleges	22	2,909	3,323	2,723	2	63	74	58	...	...	...	...
SECONDARY SCHOOLS.												
SCHOOL EDUCATION—GENERAL. *For Boys—*												
High schools ... English	50	13,900	13,898	11,137	5	2,115	2,080	1,658	2	320	306	235
Middle " ... English	6	576	522	464	33	2,775	2,679	2,087	13	998	905	569
Middle " ... Vernacular	18	1,108	1,115	810	148	8,487	7,966	6,332	9	505	443	322
For Girls—												
High schools ... English	2	267	250	189	...	...	...	...	...	...	...	...
Middle " ... English	1	80	80	78	...	...	...	...	...	...	...	...
Middle " ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools for Boys and Girls	77	15,931	15,865	12,668	186	13,377	12,725	10,077	24	1,823	1,654	1,126
PRIMARY SCHOOLS.												
For boys ... Upper Primary	16	568	521	385	9	241	230	169	1	35	29	21
For boys ... Lower "	3	88	75	65	9	407	361	289	321	3,531	3,127	2,588
Total Primary Schools for Boys	19	656	596	450	18	648	591	458	322	3,566	3,156	2,609
For girls ... Upper Primary	1	61	60	48	2	95	80	55	...	...	...	...
For girls ... Lower "	3	96	89	77	...	...	...	...	2	58	45	31
Total Primary Schools for Girls	4	157	149	125	2	95	80	55	2	58	45	31
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	23	813	745	575	20	743	671	513	324	3,624	3,201	2,640
Schools for special instruction.												
Training Schools—												
(a) For masters	22	401	442	355	...	...	...	...	...	...	...	...
(b) For mistresses	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Schools of Art	1	230	186	176	1	3	3	3	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	4	670	744	665	...	...	...	...	...	...	...	...
Engineering or Surveying schools	3	320	370	313	...	...	...	...	...	...	...	...
Industrial schools	1	52	53	48	6	272	305	236	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools { Madrasahs	6	1,677	1,623	1,222	...	...	...	...	...	...	...	...
Other Schools { Miscellaneous schools	3	446	439	422	...	...	...	...	7	94	84	60
Total of special instruction	40	3,796	3,857	3,201	7	275	308	239	7	94	84	60
TOTAL OF INSTITUTIONS OF PUBLIC INSTRUCTION	162	23,449	23,790	19,167	215	14,458	13,773	10,887	355	5,541	4,939	3,826

PRIVATE INSTITUTIONS

1. ADVANCED, teaching—
   (a) Arabic or Persian
   (b) Sanskrit
   (c) Any other Oriental Classic
2. ELEMENTARY, teaching a Vernacular only or mainly
3. ELEMENTARY, teaching the Koran
4. OTHER SCHOOLS not conforming to Departmental Standards

(a) Besides 24 learning French, 2 Armenian and 1 Khasia.

* Besides these two girls who attended the Doveton College for boys the three

ERAL TABLE III.

Provinces of Bengal for the official year 1902-1903.

Under private management.								Grand total of public institutions.	Grand total of scholars on the 31st March.	Number of scholars on 31st March learning			Certification of Scholars on 31st March according to race or creed.								Number of girls in boy's schools.	Number of boys in girl's schools.
Aided by Government or by District or Municipal Boards.				Unaided.											Hindus.							
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsis.	Others.		
14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
6	1,527	1,542	1,366	27	4,667	4,642	3,771	45	8,030	8,011	6,567	(a) 106	22	66	2,421	5,024	477	10	...	10	*2	...
...	...	...	...	9	1,352	1,245	690	17	1,584	1,584	...	...	8	13	478	979	103	1	2	...	...	...
...	...	...	...	...	...	...	...	1	555	555	...	...	124	3	112	305	11	...	...	...	14	...
...	...	...	...	...	...	...	...	1	313	313	...	...	38	...	90	179	5	...	1	...	...	...
...	...	...	...	...	...	...	...	1	15	15	...	...	9	...	5	1	...	...	...	...	9	...
...	...	...	...	...	...	...	...	1	21	21	...	...	...	...	6	15	...	...	...	...	...	...
6	1,527	1,542	1,366	36	6,019	5,887	4,461	66	10,518	10,499	6,567	106	201	82	3,112	6,503	596	11	3	10	25	...
229	42,550	42,288	32,306	268	62,137	61,184	46,971	554	121,022	113,767	58,465	70,525	1,689	1,154	33,646	69,810	14,347	210	29	137	32	...
675	50,086	48,062	38,130	253	17,617	16,433	12,681	930	72,052	69,333	672	70,117	1,501	772	14,342	43,453	11,504	101	11	368	219	...
674	35,936	34,431	27,235	81	5,037	4,818	3,819	930	51,073	10,670	102	50,967	...	162	8,872	31,556	9,801	298	...	384	301	...
11	1,343	1,243	1,064	1	105	107	99	14	1,715	1,507	632	491	1,095	65	115	386	9	2	11	32	...	223
23	2,413	2,341	2,048	5	398	358	314	29	2,891	2,868	713	51	2,545	74	5	...	1	2	19	245	...	589
20	1,398	1,302	990	1	99	82	71	21	1,497	242	...	1,497	4	472	231	771	15	...	...	4	...	150
1,632	133,726	129,667	101,773	609	85,393	82,982	63,955	2,528	250,250	168,387	60,584	193,638	6,834	2,699	57,211	145,976	35,677	613	70	1,170	652	962
4,441	191,131	180,395	141,247	87	3,589	3,328	2,634	4,554	195,564	2,951	1,674	195,045	295	1,126	21,390	118,685	50,804	597	7	2,660	4,248	...
33,506	917,133	838,129	675,214	9,031	170,003	150,873	127,584	42,870	1,091,162	200	41,154	1,088,099	2	7,680	85,741	656,770	311,042	2,677	2	27,248	40,310	...
37,947	1,108,264	1,018,524	816,461	9,118	173,592	154,201	130,218	47,424	1,286,726	3,151	42,828	1,283,144	297	8,806	107,131	775,455	361,846	3,274	9	29,908	44,558	...
193	8,593	7,385	5,886	5	236	209	138	201	8,985	830	56	8,368	580	1,643	1,696	4,833	179	25	...	29	...	524
2,681	53,819	49,558	37,561	527	8,791	8,074	6,446	3,213	62,764	199	2,719	62,624	26	2,526	10,378	40,407	8,736	214	...	477	...	1,651
2,874	62,412	57,443	43,447	532	9,027	8,283	6,584	3,414	71,749	1,029	2,775	70,992	606	4,169	12,074	45,240	8,915	239	...	506	...	2,175
40,821	1,170,676	1,075,967	859,908	9,650	182,619	162,484	136,802	50,838	1,358,475	4,180	45,603	1,354,136	903	12,975	119,205	820,695	370,761	3,513	9	30,414	44,558	2,175
25	406	383	317	3	91	88	80	50	898	...	272	898	...	202	140	413	80	1	...	62	49	...
9	543	492	444	1	15	16	15	10	558	355	...	558	...	553	1	4	...	...	...	...	...	19
...	...	...	...	2	118	112	101	4	351	...	...	...	3	4	121	217	6	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	21	14	9	6	738	772	502	10	1,408	155	...	475	3	42	310	867	179	7	...	...	33	...
16	346	331	213	2	31	29	23	4	341	212	...	140	1	...	63	216	60	1	...	...	...	...
...	...	...	...	4	262	327	254	25	701	115	...	528	...	147	75	389	69	4	...	17	...	...
...	...	...	...	...	...	...	...	4	262	...	...	...	44	2	51	135	23	4	3	...	...	...
21	1,305	1,279	1,016	28	1,927	1,949	1,475	55	4,909	1,272	4,668	1,323	...	...	...	17	4,892	...	...	...	4	...
260	4,658	4,310	3,372	290	3,931	3,659	2,983	560	9,129	148	7,914	1,166	7	103	7,215	1,323	472	5	...	4	48	...
332	7,279	6,809	5,371	336	7,113	6,952	5,433	722	18,557	2,257	12,854	5,038	58	1,053	7,976	3,581	5,781	22	3	83	134	19
42,791	1,313,208	1,213,985	968,418	10,631	281,144	258,305	210,651	54,154	1,637,800	185,323	125,608	1,552,968	7,996	16,809	187,504	976,755	412,815	4,159	86	31,677	45,369	3,156
...	...	...	...	...	...	...	...	1,187	17,122	29	16,523	1,153	...	...	53	1,884	15,185	...	...	...	233	...
...	...	...	...	...	...	...	...	1,010	9,106	...	8,813	305	...	...	8,422	684	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3,255	29,764	8	1,658	29,303	...	103	2,398	21,890	5,228	5	...	140	615	...
								12	228	...	...	228	...	59	25	98	46	...	...	...	...	22
...	...	...	...	...	...	...	...	3,582	53,971	...	53,592	1,415	...	...	...	...	53,971	...	...	...	5,736	...
								252	2,005	...	2,005	7	...	...	...	...	2,005	...	...	...	...	267
...	...	...	...	...	...	...	...	165	4,088	1,718	421	3,514	...	227	639	2,233	317	660	...	12	10	...
								12	571	...	15	571	...	171	62	290	48	...	...	...	...	...
							Total ...	9,475	116,855	1,755	83,027	36,493	...	560	11,599	27,079	76,800	*665	...	152	6,695	289
							Grand Total for 1902-1903 ...	63,629	1,754,655	187,078	208,635	1,589,461	7,996	17,369	199,103	1,003,834	489,615	4,824	86	31,829	52,064	3,445

Education—General Table IIIA.

Number of Scholars on the 31st March 1903, classified according to sex, race, or creed.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
Collegiate Education.									
Arts Colleges.									
English ... ... Male	16	58	2,417	5,013	477	10	...	10	8,001
Female	6	8	4	11	...	...	...	...	29
Oriental ... ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.									
Law ... ... Male	8	13	478	979	103	1	2	...	1,584
Female	...	...	...	...	...	...	...	...	...
Medicine ... ... Male	112	1	112	305	11	...	...	...	541
Female	12	2	...	...	...	...	...	...	14
Engineering ... ... Male	38	...	90	179	5	...	1	...	315
Female	...	...	...	...	...	...	...	...	...
Teaching ... ... Male	...	...	5	1	...	...	...	...	6
Female	9	...	...	...	...	...	...	...	9
Agriculture ... ... Male	...	...	6	15	...	...	...	...	21
Female	...	...	...	...	...	...	...	...	...
Total ...	201	82	3,112	6,503	596	11	3	10	10,518
School Education—General.									
Secondary Schools.									
For Boys—									
High Schools ... ... Male	1,688	1,153	33,625	69,801	14,347	210	29	137	120,990
Female	1	1	21	9	...	...	...	...	32
Middle Schools—									
English ... ... Male	1,388	757	14,310	43,308	11,494	101	8	367	71,733
Female	113	15	32	146	10	...	3	1	319
Vernacular ... ... Male	...	145	8,788	31,365	9,793	297	...	384	50,772
Female	...	17	84	191	8	1	...	...	301
For Girls—									
High Schools ... ... Male	188	5	5	10	...	1	7	7	223
Female	907	60	110	376	9	1	4	25	1,492
Middle Schools—									
English ... ... Male	478	6	1	...	1	1	2	100	589
Female	2,067	68	4	...	...	1	17	145	2,302
Vernacular ... ... Male	...	54	12	78	2	...	...	4	150
Female	4	418	219	693	13	...	...	...	1,347
Total ...	6,834	2,699	57,211	145,976	35,677	613	70	1,170	250,250
Primary Schools.									
For Boys ... ... Male	172	7,532	100,865	747,955	353,272	3,138	4	29,235	1,242,168
Female	125	1,274	6,266	27,500	8,574	141	5	673	44,558
For Girls ... ... Male	244	320	275	1,087	219	12	...	18	2,175
Female	362	3,849	11,799	44,153	8,696	227	...	488	69,574
Total ...	903	12,975	119,205	820,695	370,761	3,513	9	30,414	1,358,475
School Education—Special.									
Training Schools ... ... Male	...	172	140	413	80	1	...	62	868
Female	...	583	1	4	...	...	...	...	588
Schools of Art ... ... Male	3	4	121	217	6	...	...	...	351
Female	...	...	...	...	...	...	...	...	...
Law Schools ... ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Medical Schools ... ... Male	2	17	303	862	179	7	...	...	1,375
Female	1	25	2	5	...	...	...	...	33
Engineering and Surveying Schools. Male	1	...	63	216	60	1	...	...	341
Female	...	...	...	...	...	...	...	...	...
Industrial Schools ... ... Male	...	147	75	389	69	4	...	17	701
Female	...	...	...	...	...	...	...	...	...
Commercial Schools ... Male	13	2	51	135	23	4	3	...	236
Female	26	...	...	...	...	...	...	...	26
Other Schools ... ... Male	7	67	7,213	1,329	5,361	5	...	4	13,986
Female	...	36	2	11	3	...	...	...	52
Total ...	53	1,053	7,976	3,581	5,781	22	3	83	18,557
Total of Colleges and Schools of Public Instruction ...	7,996	16,809	187,504	976,755	412,815	4,159	85	31,677	1,637,800
Private Institutions.									
1. Advanced Teaching—									
(a) Arabic or Persian ... Male	...	...	53	1,880	14,856	...	...	...	16,789
Female	...	...	...	4	329	...	...	...	333
(b) Sanskrit ... ... Male	...	...	8,422	683	...	...	...	...	9,105
Female	...	...	...	1	...	...	...	...	1
(c) Any other Oriental Classic. Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or mainly—									
For Boys ... ... Male	...	83	2,356	21,563	4,997	5	...	140	29,149
Female	...	20	42	322	231	...	...	...	615
For Girls ... ... Male	...	19	...	3	...	...	...	...	22
Female	...	40	25	95	46	...	...	...	206

GENERAL TABLE IIIA—*concluded.*

Number of Scholars on the 31st March 1903, classified according to sex, race, or creed—concld.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhist.	Parsis.	Others.	Total.
				Brahman.	Non-Brahman.					
Private Institutions—*contd.*										
3. Elementary Teaching—The Koran only—										
For Boys	Male	...	...	...	...	48,235	...	...	...	48,235
	Female	...	...	...	...	5,736	...	...	...	5,736
For Girls	Male	...	...	...	...	267	...	...	...	267
	Female	...	...	...	...	1,738	...	...	...	1,738
4. Other schools not conforming to Departmental Standards—										
For Boys	Male	...	227	639	2,223	317	660	...	12	4,078
	Female	...	...	...	10	...	...	...	...	10
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	171	62	290	48	...	...	...	571
Total of Private Institutions		...	560	11,599	27,079	76,800	665	...	152	116,855
Grand Total		7,996	17,369	199,103	1,003,834	489,615	4,824	85	31,829	1,754,655

Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC																		
	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			Rs.	Rs.
COLLEGIATE EDUCATION.																			
Arts Colleges.																			
English	2,24,135	...	...	1,82,176	...	13,502	4,19,813	850	...	...	2,784	...	1,849	5,483	...	...		...	...
Colleges for Professional Training.																			
Law	−55	...	...	10,495	...	...	10,440	...	...	...	915	...	...	915	...	...	...	...	...
Medicine	1,84,600	...	...	33,484	...	...	2,18,084	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,26,645	...	...	23,979	...	...	1,50,624	...	...	...	...	...	...	...	...	...	...	...	...
Teaching	5,554	...	...	...	...	...	5,554	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	8,581	...	...	480	...	...	9,061	...	...	...	...	...	...	...	...	...	...	...	...
Total for Professional Colleges ...	3,25,325	...	...	68,438	...	...	3,93,763	...	...	...	915	...	...	915	...	...	...	...	...
Total for Colleges ...	5,49,460	...	...	2,50,614	...	13,502	8,13,576	850	...	...	3,699	...	1,849	6,398	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																			
Secondary Schools.																			
For Boys—																			
High Schools ... English	1,70,201	...	136	3,11,944	3,381	5,590	4,91,252	2,824	5,283	1,917	41,159	853	386	52,422	6,635	...	...	545	...
Middle „ ... „	21,596	...	...	10,680	...	...	32,276	...	8,765	728	13,779	3,387	720	27,379	10,355	...	...	35	...
Middle „ ... Vernacular	6,491	...	290	1,943	349	...	9,073	...	38,486	357	25,525	4,745	318	69,431	3,554	...	...	83	...
For Girls—																			
High Schools ... English	22,530	...	...	6,436	102	406	29,474	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... Vernacular	12,190	...	...	4,049	...	...	16,239	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	2,33,008	...	426	3,35,052	3,832	5,996	5,78,314	2,824	52,534	3,002	80,463	8,985	1,424	1,49,232	20,544	...	...	663	...
Primary Schools.																			
For Boys—																			
Upper Primary	800	13	84	712	...	...	1,609	...	622	380	130	...	...	1,132	120	...	...	60	...
Lower „	241	32	...	...	...	...	273	...	638	466	338	...	...	1,442	1,345	...	...	11,145	25
For Girls—																			
Upper Primary	66	6	...	...	...	...	72	...	378	339	41	146	...	904	...	...	...	...	...
Lower „	23	...	...	...	...	...	23	...	...	...	...	...	...	...	217	...	...	...	...
Total Primary Schools ...	1,130	51	84	712	...	...	1,977	...	1,638	1,186	509	146	...	3,478	1,682	...	...	11,205	25
SCHOOLS FOR SPECIAL INSTRUCTIONS.																			
Training Schools for—																			
(*a*) Masters	72,559	455	...	64	...	30	73,108	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Mistress	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	25,099	...	...	4,328	...	...	29,427	...	190	...	...	...	...	190	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	87,290	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	43,057	...	...	20,951	662	1,464	1,10,367	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	2,372	...	...	5,920	...	2,468	51,445	...	...	...	...	...	...	...	...	...	...	...	...
Commercial „	...	...	...	...	...	796	3,168	2,028	11,981	240	4,220	1,202	4,849	24,520	...	...	...	...	...
Agriculture „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools—																			
Madrasahs	26,336	...	...	19,677	...	12,937	58,950	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools	42,813	...	...	...	...	6,844	49,657	...	...	...	...	...	...	...	1,333	...	...	...	...
Total ...	2,09,526	455	...	50,940	662	24,539	3,76,122	2,028	12,171	240	4,220	1,202	4,849	24,710	1,333	...	...	...	...
Total of Direct Expenditure ...	10,83,124	506	510	6,37,618	4,494	44,037	17,69,989	5,702	66,343	4,427	88,891	10,333	8,122	1,83,818	23,559	...	...	11,868	25

ERAL TABLE IV.

of Bengal for the official year 1902-1903.

INSTITUTIONS—													TOTAL EXPENDITURE FROM—							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	GRAND TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	4
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	22,650	...	...	61,933	29,297	52,571	1,66,451	1,35,467	19,257	75,072	2,29,796	2,47,635	...	...	3,82,360	1,91,548	...	...	8,21,543
...	...	...	...	...	...	...	...	...	31,522	600	551	32,673	−55	...	...	42,932	1,151	...	...	44,028
...	...	...	...	...	...	...	...	...	...	...	...	...	1,84,600	...	...	33,484	...	...	...	2,18,084
...	...	...	...	...	...	...	...	...	...	...	...	...	1,26,645	...	...	23,979	...	...	...	1,50,624
...	...	...	...	...	...	...	...	...	...	...	...	...	5,554	...	...	...	...	...	...	5,554
...	...	...	...	...	...	...	...	...	...	...	...	...	8,581	...	...	480	...	...	...	9,061
...	...	...	...	...	...	...	...	...	31,522	600	551	32,673	3,25,325	...	...	1,00,875	1,151	...	...	4,27,351
...	...	22,650	...	...	61,933	29,297	52,571	1,66,451	1,66,989	19,857	75,623	2,62,469	5,72,960	...	...	4,83,235	1,92,699	...	...	12,48,894
...	7,180	1,24,857	5,545	5,299	6,93,405	1,03,648	66,403	8,99,157	8,20,626	86,934	3,69,930	12,77,490	2,97,882	10,828	7,352	17,67,679	6,37,125	6,635	...	27,27,501
...	10,390	52,505	1,17,234	4,927	2,64,366	1,41,193	50,503	6,30,728	58,929	54,767	23,360	1,37,056	74,101	1,25,999	5,655	3,47,789	2,73,216	11,069	...	8,37,829
...	3,637	39,949	46,250	2,707	1,22,292	53,598	8,927	2,73,763	11,889	9,869	6,032	27,790	46,440	84,776	3,354	1,61,732	83,738	3,654	...	3,83,694
...	...	34,185	...	580	75,990	12,624	57,341	1,80,720	...	...	...	...	56,715	...	580	82,426	70,473	...	...	2,10,194
...	...	50,769	...	300	47,498	26,411	64,005	1,88,983	9,476	12,066	5,716	27,258	62,959	...	300	61,023	1,08,198	...	...	2,32,480
...	...	8,542	312	921	2,102	5,918	2,869	20,664	...	...	720	720	8,542	312	921	2,102	9,332	175	...	21,384
...	21,207	3,10,807	1,69,381	14,734	11,05,653	3,43,392	2,50,048	21,94,015	9,00,926	1,63,636	4,05,758	14,70,314	5,46,639	2,21,915	18,162	24,22,751	11,82,082	21,533	...	44,13,082
...	180	50,528	2,27,521	15,854	3,07,587	69,199	28,071	6,98,760	8,707	4,151	900	13,758	51,328	2,28,156	16,318	3,17,196	96,125	6,316	...	7,15,439
306	12,821	1,13,320	6,98,049	42,656	12,69,269	1,31,677	1,72,537	24,27,508	2,54,620	35,455	22,651	3,19,726	1,13,561	6,98,719	43,122	15,35,372	3,63,198	7,798	...	27,61,770
...	...	32,454	3,685	3,479	13,926	58,434	23,588	1,35,566	...	712	684	1,396	32,520	4,069	3,818	13,967	82,733	831	...	1,37,938
...	217	28,977	61,083	5,089	9,384	47,553	25,211	1,77,297	997	9,148	3,329	13,474	29,000	61,083	5,089	10,381	84,252	1,206	...	1,91,011
306	13,218	2,25,279	9,90,338	67,078	16,00,166	3,06,863	2,49,407	34,39,131	2,64,324	49,466	34,564	3,48,354	2,26,409	9,92,027	68,347	18,76,916	6,26,308	16,151	...	38,06,158
...	...	3,936	...	...	...	9,338	...	13,274	...	300	...	300	76,495	455	...	64	9,668	...	...	86,682
...	...	10,439	...	...	3,816	24,700	9,286	48,241	...	270	..	270	10,439	...	...	3,816	34,256	...	...	48,511
...	...	...	...	...	...	...	...	...	4,344	48	4,008	8,400	25,099	190	...	8,672	4,056	...	...	38,017
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	14,785	...	...	14,785	87,290	...	...	35,736	2,126	...	...	1,25,152
...	...	413	...	...	7	...	...	420	...	...	...	...	43,470	...	...	5,927	2,468	...	...	51,865
...	...	2,260	1,930	219	54	5,524	6,750	16,737	...	...	34	34	6,660	13,911	459	4,274	19,155	...	...	44,459
...	...	...	...	...	...	...	...	...	14,332	600	596	15,528	...	...	...	14,332	1,196	...	...	15,528
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	378	2,524	221	4,767	1,099	269	9,253	4,969	7,944	7,964	20,877	26,714	2,524	221	29,413	30,213	...	...	89,085
...	1,333	32,724	5,490	3,469	1,390	18,949	28,074	80,096	372	6,346	21,668	28,386	65,537	5,490	3,469	1,762	79,471	3,743	...	1,59,472
...	1,333	40,150	9,944	3,909	10,034	59,610	44,379	1,68,026	38,802	15,508	34,270	88,580	3,41,704	22,570	4,149	1,03,996	1,82,609	3,743	...	6,58,771
306	35,758	5,98,886	11,69,663	85,721	27,77,786	7,39,162	5,96,405	59,67,623	13,71,035	2,48,467	5,50,215	21,69,717	16,87,712	12,36,512	90,658	48,86,898	21,83,698	41,427	...	1,01,26,905

Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC																		
	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native State.	Municipal Funds raised in Native States.	Fees.	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings	3,11,775	91	...	...	1,64,763	818	4,77,447	200	2,750	939	...	819	1,890	6,598	179	...	...	...	...
Furniture and Apparatus (Special Grants only)	97,281	9	...	...	...	68	97,358	...	1,725	200	...	...	170	2,095	241	...	...	...	...
Total ...	4,09,056	100	...	...	1,64,763	886	5,74,805	200	4,475	1,139	...	819	2,060	8,693	420	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in: Art Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																			
Hostel (Boarding House) Charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting Examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, Prizes and Rewards to unrecognised Tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, Prizes and Rewards to Maktabs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payment to other private Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	4,09,056	100	...	...	1,64,763	886	5,74,805	200	4,475	1,139	...	819	2,060	8,693	420	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1902-1903	14,92,189	606	510	6,37,318	1,69,257	44,923	23,44,794	5,902	70,818	5,566	88,891	11,152	10,182	1,92,511	23,979	...	...	11,868	25

ERAL TABLE IV—*concluded.*

of Bengal for the official year 1902-1903—concluded.

INSTITUTIONS													TOTAL EXPENDITURE FROM							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' Revenues.	Imperial contributions.	GRAND TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39*a*	40
Rs.	Rs.	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
...	179	1,01,069	7,775	3,147	...	38,611	2,21,501	3,72,103	5,902	4,199	64,461	74,562	4,13,544	10,616	4,086	5,902	4,96,892	849	...	9,30,889
...	241	20,679	15,176	1,615	...	2,171	40,578	80,219	3,196	516	19,196	22,908	1,17,960	16,910	1,815	3,196	62,605	335	...	2,02,821
...	420	1,21,748	22,951	4,762	...	40,782	2,62,079	4,52,322	9,098	4,715	83,657	97,470	5,31,504	27,526	5,901	9,098	5,58,497	1,184	...	11,33,710
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	*2,26,543	...	...	...	2,26,543
...	...	...	...	...	...	...	...	...	...	...	...	...	68,119	...	...	...	...	...	...	68,119
...	...	...	...	...	...	...	...	...	...	...	...	...	3,48,586	3,09,554	4,169	...	183	4,205	...	6,66,697
...	...	...	...	...	...	...	...	...	...	...	...	...	(*a*) 86,032	...	...	...	17,800	240	...	1,04,072
...	...	...	...	...	...	...	...	...	...	...	...	...	(*b*) 960	...	...	...	5,382	...	...	6,342
...	...	...	...	...	...	...	...	...	...	...	...	...	(*c*) 14,478	1,694	434	...	...	...	...	16,606
...	...	...	...	...	...	...	...	...	...	...	...	...	66,566	11,952	220	572	2,277	1,707	...	83,294
...	...	...	...	...	...	...	...	...	...	...	...	...	2,112	13,135	...	...	176	695	...	16,118
...	...	...	...	...	...	...	...	...	...	...	...	...	(*d*) 15,107	768	47	...	1,020	630	...	17,572
...	...	...	...	...	...	...	...	...	...	...	...	...	3,089	3,531	151	...	485	298	...	7,554
...	...	...	...	...	...	...	...	...	...	...	...	...	2,808	96	...	...	2,307	365	...	5,576
...	...	...	...	...	...	...	...	...	...	...	...	...	1,91,152	31,176	852	572	29,447	3,935	...	2,57,134
...	...	...	...	...	...	...	...	...	...	...	...	...	46,094	873	...	6,20,156	2,29,731	150	...	8,97,004
...	...	...	...	...	...	...	...	...	...	...	...	...	4,334	15,063	1,046	277	87	10	...	20,817
...	...	...	...	...	...	...	...	...	...	...	...	...	8,175	16,433	18	24,141	1,175	351	...	50,293
...	...	...	...	...	...	...	...	...	...	...	...	...	16	159	357	...	100	...	...	632
...	...	...	...	...	...	...	...	...	...	...	...	...	120	249	289	...	180	...	...	838
...	...	...	...	...	...	...	...	...	...	...	...	...	641	4	236	640	374	...	...	1,895
...	...	...	...	...	...	...	...	...	...	...	...	...	37,234	50,342	1,623	3	3,512	3,482	...	96,196
...	...	...	...	...	...	...	...	...	...	...	...	...	96,614	83,123	3,569	6,45,217	2,35,159	3,993	...	10,67,675
...	420	1,21,748	22,951	4,762	...	40,782	2,62,079	4,52,322	9,098	4,715	83,657	97,470	12,35,975	4,51,379	14,491	8,81,430	8,23,286	13,317	...	34,19,878
306	36,178	7,20,634	11,92,614	90,783	27,77,786	7,79,944	8,58,484	64,19,945	13,80,133	2,53,182	6,33,872	22,67,187	29,28,687	16,87,891	1,05,149	57,68,328	30,06,984	54,744	...	1,35,46,783

* The receipts of the University amounted to Rs. 2,80,265.

(*a*) Excludes Assam Government Scholarships of Rs. 8,840 and Nagpur Government Scholarship of Rs. 110.

(*b*) Excludes Assam Government Scholarship of Rs. 270, Burma Government Scholarship of Rs. 3,000 and Jabbalpur Scholarship of Rs. 660.

(*c*) Excludes Assam Government Scholarship of Rs. 2,534 and Central Provinces Scholarship of Rs. 360.

(*d*) Excludes Assam Government Scholarship of Rs. 169.

EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and

CLASS OF SCHOOL.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR BOYS. (*English and Vernacular*).								
Government ... ... English	56	14,476	7,495	...	7,495	3,796	...	3,796
Government ... ... Vernacular	18	1,108	...	...	...	160	...	160
District Fund ... ... English	31	3,391	757	...	757	745	...	745
District Fund ... ... Vernacular	147	8,436	...	...	...	1,158	1	1,159
Municipal ... ... English	7	1,499	350	...	350	274	...	274
Municipal ... ... Vernacular	1	51	...	...	...	20	...	20
Native States ... ... English	15	1,318	89	...	89	214	...	214
Native States ... ... Vernacular	9	505	...	...	...	77	...	77
Aided ... ... English	904	92,638	16,463	...	16,463	20,660	24	20,684
Aided ... ... Vernacular	674	35,936	...	...	...	4,695	1	4,696
Unaided ... ... English	521	79,754	21,432	1	21,433	19,987	1	19,988
Unaided ... ... Vernacular	81	5,037	...	...	...	656	...	656
Total ...	2,464	244,147	46,586	1	46,587	52,442	27	52,469
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular*).								
Government ... ... English	3	347	...	69	69	...	64	64
Aided ... ... English	33	3,718	1	165	166	26	582	608
Aided ... ... Vernacular	20	1,398	...	...	...	12	78	90
Unaided ... ... English	7	541	...	20	20	2	89	91
Unaided ... ... Vernacular	1	99	...	...	...	...	1	1
Total ...	64	6,103	1	254	255	40	814	854
Total Secondary Schools for boys and girls ...	2,528	250,250	46,587	255	46,842	52,482	841	53,323
Primary Schools for Boys.								
Government	19	656	...	...	...	...	...	...
District Fund	9	269	...	...	...	...	...	...
Municipal	9	379	...	...	...	...	...	...
Native States	322	3,566	...	...	...	...	...	...
Aided	37,947	1,108,264	...	...	...	280	2	282
Unaided	9,118	173,592	...	...	...	23	...	23
Total ...	47,424	1,286,726	...	...	...	303	2	305
Primary Schools for Girls.								
Government	4	157	...	...	...	...	...	...
District Fund	1	38	...	...	...	...	...	...
Municipal	1	57	...	...	...	...	...	...
Native States	2	58	...	...	...	...	...	...
Aided	2,874	62,412	...	...	...	...	10	10
Unaided	532	9,027	...	...	...	...	...	...
Total ...	3,414	71,749	...	...	...	...	10	10
Total Primary Schools for boys and girls ...	50,838	1,358,475	...	...	...	303	12	315
GRAND TOTAL FOR SECONDARY AND PRIMARY SCHOOLS FOR 1902-1903.	53,366	1,608,725	46,587	255	46,842	52,785	853	53,638

General Table V.

Primary Education in the Province of Bengal at the end of the official year 1902-1903.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage—								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
2,001	...	2,001	1,136	...	1,136	48	...	48	14,476	...	14,476
235	...	235	505	...	505	208	...	208	1,108	...	1,108
927	...	927	769	6	775	184	3	187	3,382	9	3,391
2,091	...	2,091	3,903	17	3,920	1,260	6	1,266	8,412	24	8,436
354	...	354	428	...	428	93	...	93	1,499	...	1,499
13	...	13	18	...	18	...	...	...	51	...	51
327	1	328	543	1	544	138	5	143	1,311	7	1,318
120	1	121	227	2	229	77	1	78	501	4	505
24,552	40	24,592	27,488	181	27,669	3,213	15	3,228	92,376	260	92,636
8,821	6	8,827	18,553	148	18,701	3,628	84	3,712	35,697	239	35,936
18,116	2	18,118	18,326	43	18,369	1,818	28	1,846	79,679	75	79,754
1,180	2	1,182	2,401	20	2,421	766	12	778	5,003	34	5,037
58,737	52	58,789	74,297	418	74,715	11,433	154	11,587	243,495	652	244,147
...	62	62	...	147	147	...	5	5	...	347	347
78	812	890	568	1466	2,034	...	20	20	673	3,045	3,718
18	105	123	105	861	966	15	204	219	150	1,248	1,398
28	117	145	109	176	285	...	...	...	139	402	541
...	38	38	...	47	47	...	13	13	...	99	99
124	1,134	1,258	782	2,697	3,479	15	242	257	962	5,141	6,103
58,861	1,186	60,047	75,079	3,115	78,194	11,448	396	11,844	244,457	5,793	250,250
120	...	120	309	12	321	187	28	215	616	40	656
12	...	12	171	1	172	85	...	85	268	1	269
19	...	19	226	1	227	132	1	133	377	2	379
24	...	24	2,348	77	2,425	1,081	36	1,117	3,453	113	3,566
30,920	118	31,038	754,688	20,502	775,190	284,751	17,003	301,754	1,070,639	37,625	1,108,264
866	19	885	98,871	2,716	101,587	67,055	4,042	71,097	166,815	6,777	173,592
31,961	137	32,098	856,613	23,309	879,922	353,291	21,110	374,401	1,242,168	44,558	1,286,726
...	4	4	3	106	109	3	41	44	6	151	157
...	1	1	...	17	17	...	20	20	...	38	38
...	...	...	...	49	49	...	8	8	...	57	57
...	1	1	...	30	30	...	27	27	...	58	58
56	707	763	1,288	37,712	39,000	549	22,090	22,639	1,893	60,519	62,412
...	26	26	98	3,875	3,973	178	4,850	5,028	276	8,751	9,027
56	739	795	1,389	41,789	43,178	730	27,036	27,766	2,175	69,574	71,749
32,017	876	32,893	858,002	65,098	923,100	354,021	48,146	402,167	1,244,343	114,132	1,358,475
90,878	2,062	92,940	933,081	68,213	1,001,294	365,469	48,542	414,011	1,488,800	119,925	1,608,725

EDUCATION—GENERAL TABLE VI.

Return showing the Results of the Prescribed Examinations in the Lower Provinces of Bengal for the official year 1902-1903

NATURE OF EXAMINATION.	NUMBER OF INSTITUTIONS SENDING EXAMINEES.				NUMBER OF EXAMINEES.					NUMBER PASSED.					RACE OR CREED OF PASSED SCHOLARS.								
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
I.—ARTS COLLEGES—																						
1. Master of Arts	6	2	4	12	92	59	10	...	161	40	20	1	...	(a) 61	...	1	23	36	1	...	...	..
2. Bachelor of Arts	8	4	13	25	508	371	832	137	1,848	129	101	127	13	370	1	6	123	221	19	...	...	..
3. Bachelor of Science	1	...	...	1	19	...	...	...	19	8	...	...	...	8	...	1	3	4	...	...	...	...
4. First Examination in Arts ...	12	6	27	45	734	399	2,446	103	3,682	330	168	654	10	1,162	9	10	362	714	65	1	...	1
II.—COLLEGES FOR PROFESSIONAL TRAINING.																						
(a)—*Law*																						
1. Honours in Law	...	...	...	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	7	...	9	16	124	...	546	...	670	59	...	278	...	337	...	4	117	203	11	1	1	...
(b)—*Medicine*—																						
1. Preliminary Scientific L.M.S.	1	...	...	1	85	...	...	...	85	23	...	...	...	23	...	1	6	15	1	...	...	...
2. First L.M.S.	1	...	...	1	160	...	...	...	160	82	...	...	...	82	...	1	29	50	1	...	...	1
3. Combined Preliminary Scientific and First L.M.S. ...	1	...	...	1	3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Second L.M.S. and Re-examination	1	...	...	1	139	...	...	...	139	64	...	...	...	64	1	...	17	44	1	1	...	...
5. Preliminary Scientific M.B.	1	...	...	1	89	...	...	...	89	45	...	...	...	45	1	...	13	27	4	...	...	...
6. First M.B.	1	...	...	1	40	...	...	...	40	18	...	...	...	18	1	...	5	9	2	1	...	...
7. Combined Scientific and First M.B.	1	...	...	1	15	...	...	...	15	11	...	...	...	11	...	...	4	7	...	...	...	...
8. Second M.B.	1	...	...	1	10	...	...	...	10	2	...	...	...	2	...	...	1	1	...	...	...	...
9. Honours in Medicine ...	...	...	...	...	...	...	...	1	1	...	...	...	1	1	...	...	...	1	...	...	...	...
10. Doctor in Medicine	...	...	...	...	...	...	...	3	3	...	...	...	1	1	...	...	1	...	...	...	...	...
(c)—*Engineering*—																						
1. B. E.	1	...	...	1	28	...	...	...	28	13	...	...	...	13	1	...	4	8	...	...	...	...
2. First Examination in Engineering.	1	...	...	1	41	...	...	...	41	24	...	...	...	24	1	...	1	22	...	...	...	...
(d)—*Agriculture*—																						
1. Higher class examination ...	1	...	...	1	6	...	...	...	6	6	...	...	...	6	...	...	3	3	...	...	...	...
III.—SCHOOLS FOR GENERAL EDUCATION.																						
1. Matriculation ... { For boys	57	219	232	508	1,077	1,608	2,981	134	5,800	652	834	1,147	36	2,669	6	15	825	1,640	176	2	1	4
{ ,, girls	2	4	...	6	7	19	1	...	27	3	11	1	...	15	2	3	2	8	...	...	...	..
2. B. class examination... ,, boys	9	...	...	9	67	...	...	...	67	25	...	...	...	25	...	5	5	11	4	...	...	..
3. C. Ditto ... ,, boys	4	...	...	4	17	...	...	...	17	6	...	...	...	6	...	7	2	4	...	...	...	..
4. High School Honours examination ... ,, girls	...	2	...	2	...	2	...	...	2	...	2	...	...	2	2	...	...	...	...	...	...	..
5. High School examination for Europeans { ,, boys	1	5	4	10	5	35	21	...	61	5	25	15	...	45	44	...	1	...	...	...	...	..
{ ,, girls	...	11	...	11	...	28	...	...	28	...	23	...	...	23	21	2	...	...	...	...	...	..
6. Middle School examination. { ,, boys	209	1,422	338	1,969	590	3,728	838	671	5,827	441	2,568	605	344	3,858	103	54	340	2,365	478	8	...	2
{ ,, girls	1	53	4	58	9	191	15	5	220	8	122	12	4	146	76	46	5	17	1	...	...	
7. Upper Primary examination. { ,, boys	15	3,609	266	4,025	544	9,675	862	243	11,324	402	6,327	498	109	7,336	154	97	1,069	4,347	1,579	38	...	5
{ ,, girls	4	144	15	163	20	616	65	2	703	16	315	43	1	375	155	125	21	68	4	...	...	
8. Lower Primary examination. { ,, boys	105	18,404	871	19,380	482	62,383	2,984	280	66,734	417	38,631	1,480	225	40,753	...	328	4,233	25,112	10,224	104	...	70
{ ,, girls	3	620	13	636	8	1,642	65	8	1,723	8	1,204	48	8	1,268	...	196	209	772	82	4	...	1
IV.—SCHOOLS FOR SPECIAL EDUCATION.																						
1. Training Schools for Masters. { English ...	...	...	...	...	...	...	...	1	1	...	...	...	1	1	...	...	1	...	...	...	...	..
{ Vernacular	8	1	...	9	311	10	...	...	321	190	7	...	...	(b) 197	...	10	53	117	17	...	...	..
2. Upper Primary Teachership examination	2	...	...	2	27	...	...	...	27	15	...	...	...	15	...	...	10	5	...	...	...	..
3. School of Arts examination ...	1	...	...	1	142	...	...	...	142	30	...	...	...	30	...	1	12	15	2	...	...	..
4. Vernacular Medical examination	4	...	...	4	153	...	...	...	153	111	...	...	...	111	...	5	34	64	8	...	...	..
5. Overseer examination	2	...	...	2	42	...	...	...	42	37	...	...	...	37	1	...	10	25	1	...	...	..
6. Sub-Overseer examination ...	3	4	...	7	90	33	...	...	123	71	12	...	...	83	11	...	21	44	6	...	...	...
7. Amin class final examination	3	...	...	3	130	...	...	...	130	70	...	...	...	70	...	...	17	41	12	...	...	..
8. Aminship examination ...	2	1	...	3	95	5	...	...	100	73	5	...	...	78	...	...	23	49	5	1	...	..
9. Accounts examination ...	...	...	...	...	...	...	...	131	131	...	...	...	16	16	7	...	3	6	...	...	...	..
10. Sanskrit Title examination ...	...	...	...	...	...	...	...	...	238	...	...	...	...	74	...	...	74		...	...	...	..
11. ,, second examination ...	...	...	...	...	...	...	...	...	1,394	...	...	...	...	384	...	...	384		...	...	...	..
12. ,, first examination ...	...	...	...	...	...	...	...	...	2,619	...	...	...	...	754	...	...	754		...	...	...	..
13. Madrasah Central examination	4	...	6	10	149	...	47	...	196	109	...	21	...	130	...	...	...		130	...	...	..

(a) Excluding 29 private candidates of whom nine passed whose caste and creed are not known.
(b) Excluding 6 private students whose caste and creed are not known.

EDUCATION—GENERAL TABLE VII.

Return showing the Distribution of District Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY—			
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	Total District Fund expenditure on public instruction.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.															
Arts College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
DIRECT EXPENDITURE.															
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
For Boys—															
High schools ... ... English ...	3	1,463	1,428	1,154	924	5,283	955	29,007	853	386	37,408	...	...	5,545	10,828
Middle ,, ... English ...	28	1,923	1,888	1,451	...	8,525	...	8,817	2,477	720	20,539	...	240	1,17,284	1,25,999
Middle ,, ... Vernacular...	147	8,436	7,918	6,296	...	38,486	...	25,191	4,745	318	68,740	...	...	46,290	84,776
For Girls—															
High schools ... ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular...	...	...	...	...	...	...	...	...	...	...	...	...	...	312	312
Total Secondary Schools ...	178	11,827	11,234	8,901	924	52,294	955	63,015	8,075	1,424	1,26,687	...	240	1,69,381	2,21,915
Primary Schools.															
For Boys ... ... Upper primary	6	148	141	107	...	622	...	90	...	...	712	13	...	2,27,521	2,28,156
For Boys ... ... Lower ditto	3	121	108	92	...	638	...	6	...	...	646	32	...	6,98,049	6,98,719
Total Primary Schools for Boys ...	9	269	249	199	...	1,260	...	96	...	...	1,358	45	...	9,25,570	9,26,875
For Girls ... ... Upper primary	1	38	30	19	...	378	60	27	146	...	611	6	...	3,635	4,069
For Girls ... ... Lower ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	61,083	61,083
Total Primary Schools for Girls ...	1	38	30	19	...	378	60	27	146	...	611	6	...	64,768	65,152
Total Primary Schools for Boys and Girls ...	10	307	279	218	...	1,638	60	125	146	...	1,969	51	...	9,90,338	9,92,027
SCHOOL EDUCATION, SPECIAL.															
SCHOOLS FOR SPECIAL INSTRUCTION.															
Training Schools—															
(*a*) For Masters	...	...	...	...	...	...	...	...	...	...	...	455	...	...	455
(*b*) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	1	3	3	3	...	190	...	...	...	...	190	...	...	...	190
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	6	272	305	236	2,028	11,981	240	4,220	1,202	4,849	24,520	...	...	1,930	13,911
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... ... Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,524	2,524
Other Schools ... ... Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,490	5,490
Total ...	7	275	308	239	2,028	12,171	240	4,220	1,202	4,849	24,710	455	...	9,944	22,570
INDIRECT EXPENDITURE.															
Buildings	...	...	...	...	200	2,750	...	...	819	1,835	5,604	91	...	7,775	10,616
Furniture and apparatus (special grants only) ...	...	...	...	...	...	1,725	...	...	...	170	1,895	9	...	15,176	16,910
Total ...	...	...	...	...	200	4,475	...	...	819	2,005	7,499	100	...	22,951	27,526
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,09,554
Scholarships held in—															
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,694
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11,952
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,135
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	768
Technical and Industrial Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,531
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	96
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	83,123
GRAND TOTAL FOR 1902-1903 ...	195	12,409	11,821	9,358	3,152	70,578	1,255	67,360	10,242	8,278	1,60,865	606	240	1,192,614	16,87,891

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1902-1903.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY—				Total expenditure of District and Municipal Boards on public instruction.	REMARKS.
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal expenditure on public instruction.		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	50	58	46	850	...	...	2,784	...	1,849	5,483	...	...	...	...	...	
1	16	16	12	...	...	...	915	...	...	915	...	...	...	...	...	
2	63	74	58	850	...	...	3,699	...	1,849	6,398	...	...	...	...	...	
2	652	652	504	1,900	962	...	12,152	...	...	15,014	136	955	5,299	7,352	18,180	
5	847	791	636	...	728	240	4,962	910	...	6,840	...	...	4,927	5,655	1,31,654	
1	51	48	36	...	357	...	334	...	...	691	290	...	2,707	3,354	88,130	
...	...	...	...	...	...	...	...	...	...	...	...	...	580	580	580	
...	...	...	...	...	...	...	...	...	...	...	...	...	300	300	300	
...	...	...	...	...	...	...	...	...	...	...	...	...	921	921	1,233	
8	1,550	1,491	1,176	1,900	2,047	240	17,448	910	...	22,545	426	955	14,734	18,162	2,40,077	
3	93	89	62	...	380	...	40	...	...	420	84	...	15,854	16,318	2,44,474	
6	286	253	197	...	466	...	330	...	...	796	...	...	42,656	43,122	7,41,841	
9	379	342	259	...	846	...	370	...	...	1,216	84	...	58,510	59,440	9,86,315	
1	57	56	36	...	279	...	14	...	...	293	...	60	3,479	3,818	7,887	
...	...	...	...	...	...	...	...	...	...	...	...	...	5,089	5,089	66,172	
1	57	50	36	...	279	...	14	...	...	293	...	60	8,568	8,907	74,059	
10	436	392	295	...	1,125	...	384	...	...	1,509	84	60	67,078	68,347	10,60,374	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	455	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	190	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	240	219	459	14,370	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	221	221	2,745	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,469	3,469	8,959	
...	...	...	...	...	...	...	...	...	...	...	...	240	3,909	4,149	26,71 5	
...	...	...	...	...	939	...	...	...	55	994	...	...	3,147	4,086	14,702	
...	...	...	...	...	200	...	...	...	...	200	...	...	1,615	1,815	18,725	
...	...	...	...	...	1,139	...	...	...	55	1,194	...	...	4,762	5,901	33,427	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,169	3,13,723	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	434	2,128	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	220	12,172	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,135	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	47	815	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	151	3,682	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	96	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,569	86,692	
20	2,049	1,957	1,529	2,750	4,311	240	21,531	910	1,904	31,646	510	1,255	90,483	1,05,149	17,93,040	

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Lower Provinces of Bengal for the official year 1902-1903.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF—		NUMBER OF BOARDERS WHO ARE STUDENTS OF—				EXPENDITURE FROM—				
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Total expenditure.
1	2	3	4	5	6	7	8	9	10	11	12
For Males—							Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government.	31	1,638	385	617	...	636	25,766	...	4,257	80,289	1,10,312
Managed by District or Municipal Boards.	2	51	1	...	...	50	...	873	...	3,883	4,756
Aided by Government or by District or Municipal Boards.	62	2,230	162	1,906	96	66	5,107	...	42,548	1,31,461	1,79,116
Unaided	203	5,366	149	3,337	1,449	431	...	...	78,798	2,36,551	3,15,349
Total ...	298	9,285	697	5,860	1,545	1,183	30,873	873	1,25,603	4,52,184	6,09,533
For Females—											
Managed by Government.	3	132	5	99	4	24	11,172	...	...	11,056	22,228
Managed by District or Municipal Boards.							Nil.				
Aided by Government or by District or Municipal Boards.	32	2,275	1	1,587	593	94	4,049	...	73,193	1,53,636	2,30,878
Unaided	30	1,509	...	272	1,137	100	...	...	30,935	3,280	34,215
Total ...	65	3,916	6	1,958	1,734	218	15,221	...	1,04,128	1,67,972	2,87,321
GRAND TOTAL ...	363	13,201	703	7,818	3,279	1,401	46,094	873	2,29,731	6,20,156	8,96,854

GENERAL—TABLE III—FOR EUROPEAN COLLEGES AND SCHOOLS.

EUROPEAN

EDUCATIONAL—GENE

Return of European Schools and Scholars in the Lower

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS																	
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE MANAGE					
	Managed by Government				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government or by District or Municipal Boards.				Un	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
COLLEGIATE EDUCATION.																		
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	1	1	1	1	1	
Professional (Training College) ...	1	15	15	15	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education ...	1	15	15	15	...	...	...	...	...	...	...	...	1	1	1	1	1	2
SCHOOL EDUCATION, GENERAL.																		
Secondary Schools.																		
For Boys—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	5	958	912	810	5	899
Middle „ ... „ ...	1	193	197	189	...	...	...	...	...	...	...	...	12	1,400	1,389	1,212	...	...
For Girls—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	6	999	927	828	1	105
Middle „ ... „ ...	1	80	80	78	...	...	...	...	...	...	...	...	22	2,362	2,296	2,006	5	398
Total Secondary schools for boys and girls.	2	273	277	267	...	...	...	...	...	...	...	...	45	5,719	5,524	4,856	11	1,402
Primary Schools.																		
For Boys—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	6	246	238	198	2	67
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	6	246	238	198	2	67
For Girls—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	12	617	564	449	...	...
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	8
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	12	617	564	449		8
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS.	...	...	...	...	...	...	...	...	...	...	...	...	18	863	802	647	3	75
TOTAL OF SCHOOLS AND COLLEGES OF PUBLIC INSTRUCTION.	3	288	292	282	...	...	...	...	...	...	...	...	64	6,583	6,327	5,504	15	1,479

European Education General Table IIIA.

Number of Scholars on the 31st March 1903, classified according to sex, race, or creed in the European Schools in Bengal.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahman.	Non-Brahman.					
1		2	3	4	5	6	7	8	9	10
Collegiate Education.										
Arts Colleges.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	2	1	...	...	...	...	...	...	3
Professional College (Training).	Male	...	...	5	1	...	...	...	...	6
	Female	9	...	...	...	...	...	...	...	9
Total for Colleges		11	1	5	1	...	...	...	...	18
School Education—General.										
Secondary Schools.										
For Boys—										
High Schools	Male	1,660	16	41	46	26	15	29	22	1,855
	Female	1	1	...	...	...	...	...	...	2
Middle Schools—										
English	Male	1,360	30	19	7	21	19	8	7	1,471
	Female	113	4	2	...	...	...	3	...	122
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools	Male	188	5	2	3	...	1	7	7	213
	Female	817	19	24	5	...	...	4	22	891
Middle Schools—										
English	Male	478	6	1	...	1	1	2	100	589
	Female	2,067	17	4	...	...	1	17	145	2,251
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		6,684	9	93	61	48	37	70	303	7,394
Primary Schools.										
For Boys	Male	169	...	1	...	...	...	2	9	181
	Female	125	...	...	...	...	...	5	2	132
For Girls	Male	243	9	...	...	...	6	...	9	267
	Female	332	15	...	...	...	4	...	7	358
Total		869	24	1	...	...	10	7	27	938
Grand Total		7,564	123	99	62	48	47	77	330	8,350

GENERAL—TABLE IV—COLLEGES AND SCHOOLS FOR EUROPEANS.

FOR EUROPEAN

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in European

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																					
Arts College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Training College	5,554	...	...	...	...	...	5,554	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5,554	...	...	...	...	...	5,554	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																					
Secondary Schools.																					
For Boys—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	16,353	...	...	8,174	...	...	24,527	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	12,190	...	...	4,049	...	...	16,239	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	28,543	...	...	12,223	...	...	40,766	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools (European).																					
For Boys—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ...	34,097	...	...	12,223	...	...	46,320	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	6,600	...	...	...	...	...	6,600	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6,600	...	...	...	...	...	6,600	...	...	...	...	...	...	...	...	...	...	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in—																					
Arts College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Boarding charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
On European cadets	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	6,600	...	...	...	...	...	6,600	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1902-1903.	40,697	...	...	12,223	...	...	52,920	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(*a*) This amount includes Government grants of Rs. 20,000 and Rs. 1,950 to the
(*b*) This amount includes a Government grant of Rs. 68 paid for medicine to the
(*c*) This amount includes the expenditure of La Martinère Girls' Schools, a high
(*d*) This amount includes a Government grant of Rs. 61 paid for medicine to
(*e*) This amount includes a Government grant of Rs. 2,400 and a Military grant
(*f*) This amount is a Government grant paid through this office from the
(*g*) This amount includes a building grant of Rs. 25,000 to the Diocesan Girls'

(*h*) { Government school ... ...
Aided ... ...
Unaided ... ...

(*i*) { Aided schools ... ...
Unaided ... ...

EDUCATION.

TABLE IV.

Schools in the Lower Provinces of Bengal for the official year 1902-1903.

TUTIONS—

UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Aided by Government.							Unaided.								All other sources.			
																Public.		
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States' revenues.	Imperial contributions.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(*a*)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
600	...	...	96	...	...	696	240	...	...	240	600	...	...	336	...	...	...	936
...	...	...	...	...	...	...	...	...	...	...	5,554	...	...	...	...	...	...	5,554
600	...	...	96	...	...	696	240	...	...	240	6,154	...	...	336	...	...	...	6,490
(*a*)										(*c*)								
45,543	...	...	43,899	4,251	36,705	1,30,398	67,902	438	2,47,939	3,16,279	45,543	...	...	1,11,801	2,89,333	...	...	4,46,677
34,419	...	585	19,659	(*b*)10,960	28,781	94,404	...	...	...	...	50,772	...	585	27,833	39,741	...	...	1,18,934
25,039	...	...	67,648	5,004	56,962	1,54,653	...	...	...	...	25,039	...	300	67,648	61,966	...	...	1,54,653
50,559	...	300	47,498	(*d*)21,849	64,005	1,84,211	9,476	(*e*)12,066	5,716	27,258	62,749	...	...	61,023	1,03,636	...	...	2,27,708
1,55,560	...	885	1,78,704	42,064	1,86,453	5,63,666	77,378	12,504	2,53,655	3,43,537	1,84,103	...	885	2,68,305	4,94,676	...	...	9,47,969
6,706	...	...	3,553	15,171	1,620	27,050	1,239	461	496	2,196	6,706	...	...	4,792	17,748	...	...	29,246
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9,136	...	75	8,337	5,803	5,282	28,633	...	...	...	...	9,136	...	75	8,337	11,085	...	...	28,633
...	...	...	...	...	...	...	...	...	(*f*)627	627	...	...	...	...	627	...	...	627
15,842	...	75	11,890	20,974	6,902	55,683	1,239	461	1,123	2,823	15,842	...	75	13,129	29,460	...	...	58,506
1,72,002	...	960	1,90,690	63,038	1,93,355	6,20,045	78,857	12,965	2,54,778	3,46,600	2,06,099	...	960	2,81,770	5,24,136	...	...	10,12,965
(*g*)																		
54,200	...	...	...	27,797	1,33,709	2,15,706	...	...	20,091	20,091	54,200	...	...	...	1,81,597	...	...	2,35,797
1,353	...	...	...	1,081	31,403	33,837	...	...	5,000	5,000	7,953	...	...	...	37,484	...	...	45,437
55,553	...	...	...	28,878	1,65,112	2,49,543	...	...	25,091	25,091	62,153	...	...	...	2,19,081	...	...	2,81,234
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	17,515	...	...	...	...	...	...	17,515
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	7,040	...	...	...	...	...	...	7,040
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	260	...	...	...	...	...	...	260
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	7,300	...	...	...	...	...	...	7,300
...	...	...	...	...	...	...	...	...	...	...	20,141	...	...	4,10,527	80,486	...	...	5,11,154
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	2,183	...	...	4,588	...	...	...	6,771
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	(*h*)6,480	...	...	...	(*i*)540	...	...	7,020
...	...	...	...	...	...	...	...	...	...	...	28,804	...	...	4,15,115	81,026	...	...	5,24,945
55,553	...	...	...	28,878	1,65,112	2,49,543	...	...	25,091	25,091	1,15,772	...	...	4,15,115	3,00,107	...	...	8,30,994
2,27,555	...	960	1,90,690	91,916	3,58,467	8,69,588	78,857	12,965	2,79,869	3,71,691	3,21,871	...	960	6,96,885	8,24,243	...	...	18,43,959

College Department of St. Paul's School, Darjeeling, not paid through this office.
Calcutta Free Boys' School not paid through this office.
girls' school as both the Martinère Schools do not keep separate accounts.
the Calcutta Free Girls' school not paid through this office.
of Rs. 4,800 to the European Female Orphan Asylum not paid through this office,
Old Dutch Fund, but does not work under the Code.
School, Darjeeling, not paid through this office.

	Rs.
... ...	354
... ...	3,720
... ...	2,406
... ...	530
... ...	10

FOR EUROPEAN EDUCATION.

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary Education in the Lower Provinces of Bengal at the end of the official year 1902-1903.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the ro on March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation examination.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS FOR BOYS. (*English and Vernacular.*)																				
Government ... English ...	1	193	...	...	...	67	...	67	69	...	69	57	...	57	...	...	...	193	...	193
Aided ... „ ...	17	2,358	123	...	123	599	22	621	587	35	622	927	65	992	...	...	...	2,236	122	2,358
Unaided ... „ ...	5	899	156	1	157	329	...	329	275	...	275	137	1	138	...	...	...	897	2	899
Total ...	23	3,450	279	1	280	995	22	1,017	931	35	966	1,121	66	1,187	...	...	...	3,326	124	3,450
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)																				
Government ... English ...	1	80	...	...	...	...	27	27	...	27	27	...	26	26	...	...	...	...	80	80
Aided ... „ ...	28	3,361	1	66	67	26	537	563	78	760	838	558	1,335	1,893	...	...	...	663	2,698	3,361
Unaided ... „ ...	6	503	...	6	6	2	88	90	28	112	140	109	158	267	...	...	...	139	364	503
Total ...	35	3,944	1	72	73	28	652	680	106	899	1,005	667	1,519	2,186	...	...	...	802	3,142	3,944
Total Secondary Schools for boys and girls.	58	7,394	280	73	353	1,023	674	1,697	1,037	934	1,971	1,788	1,585	3,373	...	...	...	4,128	3,266	7,394
PRIMARY SCHOOLS FOR BOYS.																				
Aided	6	246	...	...	...	...	...	...	28	18	46	118	82	200	...	...	...	146	100	246
Unaided	2	67	...	...	...	...	...	...	8	13	21	27	19	46	...	...	...	35	32	67
Total ...	8	313	...	...	...	...	...	...	36	31	67	145	101	246	...	...	...	181	132	313
PRIMARY SCHOOLS FOR GIRLS.																				
Aided	12	617	...	...	...	...	...	...	42	86	128	225	264	489	...	...	...	267	350	617
Unaided	1	8	...	...	...	...	...	...	...	...	...	...	8	8	...	...	...	...	8	8
Total ...	13	625	...	...	...	...	...	...	42	86	128	225	272	497	...	...	...	267	358	625
Total Primary Schools for boys and girls.	21	938	...	...	...	...	...	...	78	117	195	370	373	743	...	...	...	448	490	938
GRAND TOTAL FOR 1902-1903 (for Secondary and Primary Schools).	79	8,332	280	73	353	1,023	674	1,697	1,115	1,051	2,166	2,158	1,958	4,116	...	...	...	4,576	3,756	8,332

B. S. Press—5J—700—28-11-1903—C. A. P. & others.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 30TH NOVEMBER, 1903.

RESOLUTION—No. 2983.

READ—

The Report on Public Instruction in Bengal for the year 1902-1903.

The Report was submitted punctually by Mr. A. Pedler, F.R.S., C.I.E., Director of Public Instruction, Bengal. The Department was in charge of Mr. J. S. Slater up to the 23rd June, 1902, during Mr. Pedler's absence on deputation; and for the remainder of the year it was administered by Mr. Pedler.

2. The most noticeable features in the history of education in the Province during the year under review were the introduction of the new scheme of vernacular education in Primary and Secondary schools, one of the main features of which is that Indian boys are not allowed to learn English till they have been well grounded in their mother-tongue; the abolition of the system of remunerating teachers in Primary schools on the results of public examinations of their pupils, and the substitution for it of a system of remuneration according to results ascertained by inspection *in situ*; the extension of the education of girls and of Zanana ladies; and increase in the inspecting staff.

General statistics of institutions and pupils: primary and secondary education.

3. During the year under review, there was an increase of 2·9 *per cent.* in the total number of educational institutions of all classes, and of 5·2 *per cent.* in the total number of pupils. These figures are decidedly encouraging in view of the fact that, during the five years from 1897-98 to 1901-1902, the number of educational institutions decreased by 9 *per cent.* and the number of pupils by 0 4 *per cent.* It is noticeable that, though the number of High English schools increased by 19, the number of pupils attending them declined by 1,249. There was an increase in the number of Middle English schools, as also in the number of pupils attending them, accompanied by a corresponding decrease in the number of Middle Vernacular schools and of pupils at such schools; the tendency being, as Mr. Pedler observes, to convert Middle Vernacular schools into Middle English schools, and to develop the latter, in their turn, into High English schools.

Education of females.

4. The slow progress in the education of females in this Province was noticed with expressions of regret in the Resolution of last year. During the year under review, particular attention was paid to the backward state of this branch of education; and various steps have been taken by Government with the object of advancing and encouraging it, among which may be mentioned the establishment of model Primary schools in several districts, the opening of a High English school at Chittagong, and the appointment of Hindu and Muhammadan female teachers for the extension of Zanana education among Hindus and Muhammadans respectively. The Lieutenant-Governor is glad to observe that these measures have borne some fruit, and that, during the year under review, there has been a substantial increase both in the number of institutions for the education of females and in the number of pupils attending them. Gratifying, however, as this result is, the proportion of female scholars to the total number of girls of a school-going age (2·26) is still insignificant; and the Lieutenant-Governor fully agrees with the Director that it will require years of patient and continued effort before the education of females in Bengal is placed on a satisfactory footing. This object cannot be attained unless the efforts of Government are supported by the public; and His Honour trusts that the leaders of the Hindu and Muhammadan communities will loyally assist the authorities in this matter. The fact that the attendance in Middle schools shows scarcely any signs of increase indicates the general reluctance displayed by parents to allow their daughters to continue their studies after they have reached a marriageable age. Hopeful signs are not, however, altogether wanting. In last year's Resolution, the want of educated

female teachers, and the absence of a system for teaching Zanana ladies, were noticed among the causes accounting for the slow progress of the education of females. With the object of supplying the former deficiency, classes for the purpose of training female teachers were opened, during the year under review, in several High English and Mission schools. As regards the advancement of Zanana education, a conference of experienced educational officers was held during the year to consider what measures could be taken in this direction, and a scheme was formulated by them. This scheme contemplated (1) that Zanana education should be based on a system acceptable to Native society, and be imparted through popular books of wholesome tendency, embodying Hindu and Muhammadan traditions; (2) that, in populous villages, small committees should be formed, to which respectable members of the orthodox classes of Hindus and Muhammadans should be appointed; and (3) that female teachers, working under the orders of these committees, should be appointed to teach Zanana ladies in the villages. Since the close of the year, these proposals have been approved, as an experimental measure, by the Lieutenant-Governor, and some progress has already been made in giving effect to them at selected places in the Province.

Muhammadan education.

5. The backwardness of Muhammadan education has, hitherto, been the subject of unfavourable comment on the part of Government; but the Lieutenant-Governor is glad to observe that, during the year under review, there was an increase of 5·8 *per cent.* in the number of Muhammadan pupils under instruction, as compared with an increase of 5·2 *per cent.* in the total number of pupils of all religions. This is at least a hopeful sign, and His Honour trusts that it may indicate a real and lasting awakening on the part of the community to the advantages of education.

Collegiate education.

6. The total number of Arts colleges in Bengal during the year under review was 45, as against 44 in the previous year; while the number of students declined from 8,150 in the year 1901-1902 to 8,030 in the year 1902-1903.

7. In the F.A. examination, the number of candidates fell from 3,645 to 3,579 (a decrease of 1·8 *per cent.*), while the percentage of successes showed a decline of 15·9. The total number of candidates for the B.A. examination was 1,711, as against 1,934 in the previous year; the number of successful candidates being 357, as compared with 439 in the previous year. At the B.Sc. examination, 19 candidates appeared, all from the Presidency College, Calcutta, of whom 8 were successful. The number of candidates at the M.A. examination was 190, as against 203 in the previous year; while 70 candidates passed, as against 84 in the previous year.

Secondary education.

8. The number of secondary schools for Indian boys increased from 2,428 in 1901-1902 to 2,441 in the year 1902-1903, while the number of pupils attending them fell, in the same period, from 241,268 to 240,696.

9. The most noteworthy event in the history of Secondary education during the year was the issue of orders to the effect (1) that, after the year 1904, the Middle Scholarship examination should cease to be held as a public examination; (2) that, in lieu of it, private examinations should be arranged for by masters and managers of schools, aided or, in some cases, replaced by officers of the Education Department, and that such examinations should be held *in situ*, in the case of each school, at the end of the primary stage of education; and (3) that promotions from class to class in schools should be decided by the masters and managers, subject to such control as is exercised at present in such matters by the inspecting officers of the Education Department.

10. During the year 1900-1901, commercial classes were opened in connection with five Government High schools; while elementary engineering, or technical, classes were opened in schools at various places where Technical schools were already in existence. After two years' working of the system, final examinations were held, for the first time, during the year under review. It is reported that, though the results were on the whole satisfactory, the teaching of most of the subjects leaves room for considerable improvement: steps are, it is stated, being taken to carry out the necessary reforms.

11. With the object of educating public opinion and of utilizing all the public spirit which exists in the cause of education, the Lieutenant-Governor sanctioned, during the year, a scheme for the formation of school committees similar to those existing in the Central Provinces. It was decided that all Secondary schools, managed by Government or by District Boards and Municipalities, should have Visiting Committees, on which local residents adequately

representing the classes from which the students are drawn, should be invited to serve. The functions of such committees will be to offer advice on the general management of the schools, and their recommendations will be duly considered by the school authorities and the officers of the Education Department. Inasmuch as most of the Secondary schools, which are aided by Government, already have committees of management, it was considered sufficient to lay down, in the case of these schools, that the existing committees should be maintained, and that the members who serve on them should be selected so as to represent all classes of the community. The formation of committees for Upper Primary schools for boys was also approved; but it was deemed inexpedient to press a similar proposal in the case of Lower Primary schools. In addition to the development of the committees just referred to, it is proposed to legalize the status of the existing District Committees of Education, which have already been constituted, in most districts, in connection with the working of the District Boards, and to provide for the appointment to such Committees of a certain proportion of residents of the district who are not members of the District Boards. The object of the latter provision is to ensure that all classes of the community shall be represented, and the District Boards have been asked to consider whether, if the proposed measure is passed, they should not appoint among the members, who do not belong to their own body, representatives of important minorities and associations, or specialists, so that all persons interested in the cause of education may have a voice in the educational policy of the district.

Technical and industrial education.

12. Technical education is imparted at the Civil Engineering College, Sibpur, the Bihar School of Engineering, the Survey Schools at Dacca, Cuttack, and Angul, and also at schools affiliated to the Sibpur Civil Engineering College. In all these institutions, except the Bihar School of Engineering, there was an increase in the number of students. There were 25 industrial schools in existence during the year with an attendance of 701 students, as compared with 26 schools with 756 students in the previous year. Pending the orders of the Government of India on the report of the Committee on Industrial and Technical schools, which have recently been received, it was not thought advisable to enter upon any new developments in respect of these two classes of schools.

Primary education.

13. During the year under review, the number of Primary schools increased by 3·2 *per cent.*, and the number of pupils attending them by 6·1 *per cent.* The advance made, though not great, is satisfactory, and is due to the fact that considerable assistance has been afforded to District funds out of the ten lakhs Education grant which has been made over to this Government by the Government of India.

14. During the year, an important change was introduced in the system of remunerating teachers in Primary schools. These schools were formerly subsidised either by fixed stipends, or by rewards based on examinations held *in situ*, or by fixed stipends combined with rewards based on examination results. According to the present arrangements, on the other hand, aided schools will receive a monthly subsistence allowance, which will be supplemented by remuneration to be paid at the close of the year, the amount of this annual grant being determined, in the case of each school, by (1) the number of pupils in regular attendance, (2) the efficiency of the teacher and of his teaching, (3) the state of the school-house and its appurtenances, (4) the income from fees, and (5) the state of education in the locality.

15. With the object of advancing primary education, a scheme for the establishment, at the head-quarters of each subdivision, of a Training school for the training of teachers in Primary schools, was sanctioned during the year. Such schools have been already opened in 79 subdivisions, and steps are being taken to establish the remainder before the close of the present year. These schools will, it is estimated, train at least 1,340 teachers every two years, and, in course of time, all Primary schools will thus be provided with duly qualified teachers.

16. In accordance with the wishes of the Government of India, an attempt has been made to open a certain number of "Continuation" schools, the object aimed at being to enable students to complete their education in branches of study which may either have been neglected or not attempted by them. It is reported that the schools of this class which have, hitherto, been established, are strictly speaking, Primary schools held at night, which provide instruction in elementary subjects to day-labourers and others who are debarred from attending Primary schools in the day-time. It is, however, hoped that some of

these schools may, in the course of time, develop into Continuation schools in the proper sense of the term.

17. It was recently remarked, in the Resolution of this Government, reviewing the working, during the year 1902-1903, of the municipalities in Bengal (except Calcutta), that the expenditure incurred by municipalities on primary education represented 2·7 *per cent.* of their ordinary income. It was pointed out that this expenditure falls short of the standard of 3·2 *per cent.* prescribed by Government, but it was stated that proper attention was being paid to the necessity for making suitable provision for primary education as funds allow.

Hostels.

18. The Director has drawn special attention to the backwardness of this Province as regards the establishment of hostels for boys whose parents or relations do not reside near the colleges or schools attended by them, and to the highly beneficial influence exercised by such institutions. Mr. Pedler adds that, inasmuch as hostels are primarily intended for students who come from the mufassal in order to obtain their education in cities and towns, District Boards might, if the matter were brought to their notice, recognize the desirability of contributing towards the cost of building and equipping mufassal hostels. This subject, the importance of which in respect of moral influence cannot be overestimated, will be separately considered.

Inspection.

19. Instances of remissness on the part of certain inspecting officers were commented upon in last year's Resolution, and orders were passed to the effect that these shortcomings should not be allowed to recur. It is disappointing, therefore, to find that not a few Sub-Inspectors of Schools again, during the period under review, failed to spend the prescribed number of days on tour: His Honour must insist upon the orders on the subject being enforced in future.

20. The Lieutenant-Governor thanks Mr. Pedler very heartily for his administration of the Department, and for the keen interest displayed by him in dealing with the many important educational questions which have, of late years, occupied attention.

By order of the Lieutenant-Governor of Bengal,

A. EARLE,

Offg. Secy. to the Govt. of Bengal.

No. 3170.

COPY forwarded to the Director of Public Instruction, Bengal, for information and guidance.

2. He is authorised to publish the report.

Circular No. 43.

COPY forwarded to all Commissioners of Divisions for information and communication to all Magistrates.

No. 3171.

COPY forwarded to the Municipal Department of this office for information.

No. 3172.

COPY, with copy of the report, forwarded to the Director-General of Statistics for information.

By order of the Lieutenant-Governor of Bengal,

L. S. S. O'MALLEY,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 4th December 1903.

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GENERAL REPORT

PUBLIC INSTRUCTION IN BENGAL

FOR

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No. I.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF THE COLLEGIATE AND
SECONDARY EDUCATION OF BOYS
in 1903-04.
Scale 1 Inch = 60 Miles
Excludes Schools for Europeans.
REFERENCES.
Class I. 10 per cent. and upwards
" II. 5 to below 10 per cent.
" III. 2½ to below 5 "
" IV. below 2½ "
1. NERSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
OF
BENGAL
BAY
Mouths of the
GANGES
HOOGHLY R.
MAHANADI R.
BRAHMAPUTRA R.
MEGHNA R.
HILL TIPPERA
CHOTA NAGPUR
CENTRAL PROVINCES
MADRAS PRESIDENCY
ALLAHABAD
BENARES
MIRZAPUR
JHANSI
GWALIOR
BHUTAN
SIKKIM
DARJEELING
GANGTOK
PUNAKHA
TURA
AIJAL
AKYAB
CUTTACK
PURI
BALASORE
SAMBALPUR
BILASPUR
RANCHI
HAZARIBAGH
DALTONGANJ
BURDWAN
BANKURA
MIDNAPORE
CHITTAGONG
NOAKHALI
BARISAL
KHULNA
COMILLA
DACCA
MYMENSINGH
RANGPUR
DINAJPUR
PURNEA
DARBHANGA
MUZAFFARPUR
GORAKHPUR
BASTI
FYZABAD
GONDA
BAHRAICH
LUCKNOW
CAWNPORE
ETAWAH
AGRA
MUTTRA
ALIGARH
MORADABAD
BAREILLY
SHAHJAHANPUR
NAINI TAL
KUMAON
GARHWAL
MEERUT
DELHI
KARNAL
AMBALA
SIMLA
JODHPUR
JAIPUR
AJMERE
UDAIPUR
INDORE
BHOPAL
NAGPUR
CHANDA
RAIPUR
SAMBALPUR
BILASPUR
JASHPUR
SARGUJA
KORIA
PALAMAU
LOHARDAGA
MANBHUM
SINGHBHUM
KEONJHAR
MAYURBHANJ
BONAI
PATNA
GAYA
SHAHABAD
CHAMPARAN
SARAN
MUZAFFARNAGAR
SAHARANPUR
JUMNA R.
GANGES R.
GOGRA R.
GANDAK R.
KOSI R.
TISTA R.
TORSA R.
HOOGHLY R.
DAMODAR R.
SUBARNREKHA R.
BRAHMANI R.
MAHANADI R.
GODAVARI R.
KISTNA R.
NARBADA R.
TAPTI R.
SON R.
BETWA R.
CHAMBAL R.
JUMNA R.
SUTLEJ R.
INDUS R.
RAVI R.
BEAS R.
CHENAB R.
JHELUM R.
KABUL R.
KURRAM R.
GOMAL R.
SWAT R.
KUNAR R.
KABUL R.
KUNAR R.
SWAT R.
GOMAL R.
KURRAM R.
JHELUM R.
CHENAB R.
RAVI R.
BEAS R.
SUTLEJ R.
INDUS R.
JUMNA R.
CHAMBAL R.
BETWA R.
SON R.
NARBADA R.
TAPTI R.
GODAVARI R.
KISTNA R.
BRAHMANI R.
SUBARNREKHA R.
DAMODAR R.
HOOGHLY R.
TORSA R.
TISTA R.
KOSI R.
GANDAK R.
GOGRA R.
GANGES R.
JUMNA R.
SAHARANPUR
MUZAFFARNAGAR
SHAHABAD
PATNA
GAYA
CHAMPARAN
SARAN
KUMAON
GARHWAL
MEERUT
DELHI
KARNAL
AMBALA
SIMLA
JODHPUR
JAIPUR
AJMERE
UDAIPUR
INDORE
BHOPAL
NAGPUR
CHANDA
RAIPUR
SAMBALPUR
BILASPUR
JASHPUR
SARGUJA
KORIA
PALAMAU
LOHARDAGA
MANBHUM
SINGHBHUM
KEONJHAR
MAYURBHANJ
BONAI
CUTTACK
PURI
BALASORE
SAMBALPUR
BILASPUR
RANCHI
HAZARIBAGH
DALTONGANJ
BURDWAN
BANKURA
MIDNAPORE
CHITTAGONG
NOAKHALI
BARISAL
KHULNA
COMILLA
DACCA
MYMENSINGH
RANGPUR
DINAJPUR
PURNEA
DARBHANGA
MUZAFFARPUR
GORAKHPUR
BASTI
FYZABAD
GONDA
BAHRAICH
LUCKNOW
CAWNPORE
ETAWAH
AGRA
MUTTRA
ALIGARH
MORADABAD
BAREILLY
SHAHJAHANPUR
NAINI TAL

LIBRARY
OF THE
BOMBAY
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OF THE
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No. II.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF PRIMARY EDUCATION
FOR BOYS
in 1903-04
Scale 1 Inch = 80 Miles
Excludes Schools for Europeans.
REFERENCES.
Class I. 40 per cent. and upwards
,, II. 30 to below 40 per cent.
,, III. 15 to below 30 ,,
,, IV. below 15 ,,
BAY OF BENGAL
Mouths of the
NEPAL
SIKKIM
BHUTAN
ASSAM
HILL TIPPERA
NAGPORE
CHOTA
BENGAL
BEHAR
ORISSA
CENTRAL PROVINCES
MADRAS PRESIDENCY
ALLAHABAD
BENARES
JASHPUR
CUTTACK
ALIPORE
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR

No. III.

Excludes Schools for Europeans.

REFERENCES.

Class I.	2 per cent. and upwards	
„ II.	1 to below 2 per cent.	
„ III.	½ per cent. to below 1 per cent.	
„ IV.	below ½ per cent.	

No. IV.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF MUHAMMADAN EDUCATION
in 1903-04.
Scale 1 Inch=80 Miles or more
Excludes Schools for Europeans.
REFERENCES.
Class I. 20 per cent. and upwards
" II. 10 to below 20 per cent.
" III. 5 to below 10 "
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
Mouths of the Ganges
BAY OF BENGAL
CENTRAL PROVINCES
MADRAS PRESIDENCY
C. I. AGENCY
CHOTA NAGPUR
ORISSA
BIHAR
NEPAL
BHUTAN
ASSAM
BURMA
CALCUTTA
Midnapore
Bankura
Burdwan
Hazaribagh
Ranchi
Purulia
Chaibassa
Sambalpur
Bilaspur
Raigarh
Jharsuguda
Angul
CUTTACK
Puri
Balasore
Ganjam
Bhundesar
Akyab
Chittagong
Noakhali
Comilla
Dacca
Mymensingh
Rangpur
Dinajpur
Bogra
Rajshahi
Pabna
Faridpur
Jessore
Khulna
Barisal
Bhagalpur
Monghyr
Darbhanga
Muzaffarpur
Patna
Gaya
Shahabad
Saran
Champaran
Gorakhpur
Basti
Fyzabad
Jaunpur
Benares
Mirzapur
Allahabad
Ballia
Azamgarh
Gonda
Tulsipur
Darjeeling
Gangtok
Jalpaiguri
Cooch Behar
Purnea
Maldah
Murshidabad
Nadia
Hooghly
Midnapore
Tamluk
Contai
Jellasore
Mayurbhanja
Sambalpur
Bhamra
Tura
Agartala
Ajjal
Lungleh
Kaladan
Maya R.
Naf R.
Sandy Channel
Hooghly R.
Matla R.
Bhagirathi R.
Padma R.
Brahmaputra R.
Tista R.
Karatoya R.
Ganges
Jamuna
Sirkar
Pargana
Zila
Thana
Tippera
Hill Tippera
Lohardaga
Palamau
Hazaribagh
Giridih
Dhanbad
Jamshedpur
Chanda
Bhandara
Nagpur
Raipur
Bilaspur
Sambalpur
Angul
Cuttack
Puri
Ganjam
Bhundesar
Madras Presidency
Central Provinces
C. I. Agency
Chota Nagpur
Orissa
Bihar
Nepal
Bhutan
Assam
Burma
Bay of Bengal
Mouths of the Ganges
82°
86°
90°
24°
20°

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1903-1904.

CHAPTER I—INTRODUCTORY.

THIS report has been drawn up on the same lines as in former years, according to the instructions received from Government. Each of its chapters has been independently paragraphed.

2. The most noticeable features of the year under view have been: (1) the strengthening of the inspecting staff by the appointment of an Inspectress of Schools from England, and of an additional number of Sub-Inspectors, Assistant Sub-Inspectors and Guru Instructors; (2) measures adopted for improving the condition of Subdivisional Guru Training schools; (3) further expansion of female education, by the appointment of zenana teachers belonging to the orthodox class of Hindus and Muhammadans, by the opening of training classes for Hindu and Muhammadan widows and school-masters' wives, and by the establishment of another High school for girls; (4) the training of Deputy and Sub-Inspectors of Schools in Training Schools in the new methods of instruction; (5) the supply to Secondary and Primary schools of Kindergarten materials and other educational appliances; (6) the expansion of the system of visiting committees for Government schools and of committees of management for aided Upper Primary and Secondary schools; (7) measures for the institution of "Common Rooms" in connection with Government Colleges; (8) the encouragement of Conferences among Educational Officers for the discussion of the new system of education with a view to increasing its popularity and bringing experience to bear upon its working; (9) the revision of the rules for the award of Middle and Primary scholarships, in order to give effect to the Government orders abolishing the Middle and Primary Scholarship examinations as public examinations; (10) Conferences held by leading Muhammadan experts for the purpose of improving the conditions of Maktabs and Koran schools; (11) the opening of an Agricultural class in connexion with the Ravenshaw Collegiate School; (12) the opening of technical classes in the Victoria School for boys, and of type-writing and commercial classses at the Dow Hill School for girls, both at Kurseong; (13) the closing of the Kurseong Training College for teachers, and the opening of a Training School for Female teachers at the Dow Hill School, Kurseong; and (14) the opening of special classes in the Sanskrit College for the teaching of higher Sanskrit subjects.

CHAPTER II.—GENERAL SUMMARY.

General statistics of Institutions and pupils.—The following table compares the statistics of all classes of educational institutions for the past two years:—

CLASS OF INSTITUTION.	1902-1903.		1903-1904.		AVERAGE NUMBER OF PUPILS PER SCHOOL.	
	Schools.	Pupils.	Schools.	Pupils.	1902-1903.	1903-1904.
PUBLIC INSTITUTIONS—						
University ... ... Arts Colleges	45	8,080	46	8,009	178·4	174·1
Secondary (for males) { High English Schools	554	121,022	565	124,562	218·4	220·4
Secondary (for males) { Middle ,, ,,	980	72,052	1,016	76,308	73·5	75·1
Secondary (for males) { Vernacular ,, ,,	930	51,073	894	51,106	54·9	57·8
Primary (for males) ... { Upper Primary ,,	4,554	195,564	4,851	215,928	42·9	44·5
Primary (for males) ... { Lower ,, ,,	42,870	1,091,162	44,249	1,176,398	25·4	26·5
Special (including Madrasahs and institutions for professional training).	743	21,045	896	23,960	28·3	26·7
Female (Secondary and Primary)	3,478	77,852	4,731	100,994	22·4	21·3
Total ...	54,154	1,637,800	57,238	1,777,265	30·2	31·0
PRIVATE INSTITUTIONS—						
(1) Advanced, teaching { (a) Arabic or Persian ...	1,187	17,122	1,118	17,336	14·4	15·5
(1) Advanced, teaching { (b) Sanskrit	1,010	9,106	974	8,370	9·0	8·5
(2) Elementary, teaching a Vernacular only or mainly.	3,267	29,992	3,159	31,799	9·1	10·0
(3) Elementary, teaching the Koran only ...	3,834	55,976	3,394	53,220	14·6	15·6
(4) Other schools not conforming to departmental standards.	177	4,659	217	4,884	26·3	22·5
Total ...	9,475	116,855	8,862	115,609	12·5	13·0
GRAND TOTAL ...	63,629	1,754,655	66,100	1,892,874	27·0	28·6

GENERAL SUMMARY.

2. There was an increase in the total number of institutions by 2,471 and in that of pupils by 138,219, or by 3·8 and 7·9 per cent., respectively. The increase on both the heads is satisfactory, and indicates that real progress is now being made in certain directions, and especially in the matter of female education. The average strength of the several classes of institutions, except Arts Colleges, special and female schools, advanced Sanskrit tols, and institutions not conforming to departmental standards, has increased satisfactorily.

3. Among public institutions the number of Arts Colleges increased by one, but there was a loss in the total number of pupils and necessarily in the average strength. The loss however under both these heads was much less than in the previous year. High English schools increased by 11 and their attendance by 3,540. This increase has more than counterbalanced the loss of pupils in this class of schools in the previous year, and has had the effect of raising the average number of pupils per school. Middle English schools also gained, both in number and strength, viz., by 36 schools and 4,256 pupils, while the average attendance in them was better by 1·6. Middle Vernacular schools, as in the previous year, declined in number by 46, but gained 33 pupils. It is satisfactory that the average strength in these schools increased by 2·9 instead of having fallen as in the previous year.

4 The two classes of Primary schools, Upper and Lower, have, between them, had an increase of 1,676 institutions or of 3·5 per cent., and of 105,600 pupils or of 8·2 per cent. In the previous year, the gain in the number of Primary schools was 1,502. Thus in the past two years the total increase in the number of Primary schools was 3,178, nearly 7 per cent. of the number returned in 1901-02, *i.e.*, nearly one-third of the amount of increase required under Government orders No. 830T.—G., dated the 10th June 1902, sanctioning additional assignments for Primary education.

5. Special schools increased by 153 and their attendance by 2,915. These figures are both considerably larger than the corresponding figures of the year before. The average strength per school however declined by 1·6. The increase in numbers is due chiefly to the starting of more Guru-training schools and training classes for native mistresses.

6. Female schools, imparting general education, increased from 3,478 to 4,731 or by 1,253, *i.e.*, by 36 per cent., and their pupils from 77,852 to 100,994 or by 23,142, *i.e.*, 29·7 percent. Here, however, there was a slight decline in the average number of pupils per school.

7. Private institutions decreased by 613 and their pupils by 1,246. The loss is chiefly due to the adoption of departmental standards by elementary schools which did not conform to them before, and is therefore not to be regretted.

8. Comparing the total number of institutions in 1894-95, both public and private, and that of pupils attending them, with those returned in 1903-04, it appears that during the past ten years there was a loss of 3,641 institutions, but a gain of 251,355 pupils. This probably indicates that a large number of small and inefficient schools have closed their doors, and that the pupils have transferred themselves, in largely increasing numbers, to the larger and more efficient schools. The figures may therefore be accepted as indicating satisfactory and solid progress.

9. *Proportion of schools to villages*—According to the last census, there were in Bengal 215,467 villages, including 186 towns in this number. The total number of institutions returned last year is 66,100 or one school in 3·26 villages. There were therefore on an average four educational institutions of some class or other in every 13 villages and 4 public schools in every 15 villages. In the previous year there were four educational institutions in every 13·56 villages, so that last year's figures show an improvement so far as expansion is concerned.

10. *Proportion of scholars to estimated population of school-going age.*—General Table 1 shows the proportion of scholars—17,30,614 male and 1,62,260 female—actually at school to the total male and female population of school-going age, the latter being taken at the usual figure of 15 per cent. of the total population. The proportion of male and female scholars to male and female population of school-going age was 30·08 and 2·82, respectively, against 28·25 and 2·26 in the preceding year. The increase in the proportion of both male and female pupils under instruction is very gratifying.

11. *Schools according to management.*—The total number of schools under the direct management of Government increased from 162 to 365, and the number of pupils in them from 23,449 to 28,292. This large increase was due chiefly to the inclusion, in the list of Government-managed schools, of the practising Upper Primary schools attached to the subdivisional Guru-training schools; these were returned as aided schools the year before. These as well as the Guru-training schools are returned as schools under Government management because they are under the direct control of the Department, but their teachers do not render pensionable service under Government. The schools managed by District and Municipal Boards decreased from 215 to 213, there being one Special and one Primary school less. Detailed notice of the increase or decrease in the number of schools under private management, *i.e.*, aided and unaided schools, including schools in Native States, and private institutions, will be found in the chapters dealing with the different classes of schools.

12. The following table shows the number of pupils of different creeds, and their proportions to the total number of pupils in public and private institutions:—

Race or Religion.	1902-1903.		1903-1904.	
	Number.	Percentage to total number.	Number.	Percentage to total number.
Europeans and Eurasians ...	7,996	0·45	7,997	0·42
Native Christians	17,369	0·99	17,974	0·95
Hindus { Brahmans ...	199,103	...	209,285	...
Hindus { Non-Brahmans ...	1,003,834	...	1,069,884	...
Total Hindus ...	1,202,937	68·55	1,279,169	67·58
Muhammadans	489,615	27·91	546,783	28·89
Miscellaneous—				
Buddhists	4,824	...	5,441	...
Parsis	85	...	86	...
Others	31,829	...	35,424	...
Total of Miscellaneous Religions	36,738	2·00	40,951	2·16
GRAND TOTAL ...	1,754,655	100·00	1,892,874	100·00

Although there was a rise in the number of pupils of every creed, the percentage to the total number of pupils shows a fall against all, except the Muhammadans and the miscellaneous creeds. The percentage of increase in the number of pupils of each creed is as follows: Native Christians, 3·4; Hindus, 6·3; Muhammadans, 11·6; Miscellaneous, 11·2. The total number of pupils of all creeds rose by 7·9 per cent. against 5·8 per cent. in the previous year.

13. *General Statistics of expenditure.*—The following table gives the total expenditure on education in the past year classified according to the different sources, and shows the percentage of the amount spent from each source to the total expenditure:—

Source from which expenditure on education is met.	1902-1903.		1903-1904.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
	Rs.		Rs.	
Provincial Revenues	29,23,687	21·6	32,27,919	23·3
District Funds	16,87,891	12·4	17,45,521	12·6
Municipal „	1,05,149	0·8	1,17,285	0·8
Fees	57,68,328	42·6	59,74,813	43·1
All other sources	30,61,728	22·6	27,99,872	20·2
Total ...	1,35,46,783	100·0	1,38,65,410	100·0

GENERAL SUMMARY

As in the previous year, expenditure from the Provincial Revenues and District Funds increased. The rate of increase in the former was almost the same as in the year before. It was chiefly due to larger grants for educational reforms which were commenced two years ago. The increase in the proportion of the District Fund expenditure equalled 0·2 per cent. The percentage of expenditure from the Municipal Fund remained stationary, although the actual amount spent by the Municipalities rose by Rs. 12,136. Still the Government order which requires that 3·2 per cent. of their ordinary income shall be spent on primary education has not been fulfilled by several Municipalities. The proportion of the expenditure from fees increased by 0·7 per cent., but that from the other private sources decreased by 2·4 per cent. The two private sources contributed between them 63·3 per cent. of the total cost, against 65·2 in the previous year. This is to be regretted, as it may indicate that the active interest taken by the public in educational matters is not so keen as it was formerly.

14. The next table compares the net expenditure on education in the past two years under the different heads of charges :—

Heads of Charges.	1902-1903.				1903-1904.			
	Net expenditure after deducting receipts.			Total Expenditure.	Net expenditure after deducting receipts.			Total Expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	...	...	...	2,26,543	...	...	...	2,29,364
Collegiate	5,72,960	...	...	12,48,894	5,87,001	...	169	12,73,460
Secondary (*a*) ...	4,18,423	2,21,603	16,361	39,49,024	4,41,898	2,22,842	19,533	37,99,067
Primary (*a*)	1,64,889	9,26,875	59,440	34,77,209	1,66,320	8,97,639	64,965	35,42,693
Female (*b*)	1,89,736	65,464	10,708	7,93,007	2,06,992	80,150	12,174	7,43,433
Special	3,41,704	22,570	4,149	6,58,771	4,09,955	22,387	4,295	7,46,597
Scholarships	1,91,152	31,176	852	2,57,134	1,76,780	34,907	1,065	2,50,450
Buildings	4,13,544	10,616	4,086	9,30,889	5,30,621	6,894	1,994	9,32,493
Furniture	1,17,960	16,910	1,815	2,02,821	1,93,513	24,809	2,192	2,79,720
Miscellaneous ...	96,614	83,123	3,569	10,67,675	86,098	90,572	6,347	12,63,945
Superintendence ...	4,16,705	3,09,554	4,169	7,34,816	4,28,741	3 65,321	4,551	8,04,188
Total ...	29,23,687	16,87,891	1,05,149	1,35,46,783	32,27,919	17,45,521	1,17,285	1,38,65,410
	47,16,727				50,90,725			

(*a*) For boys.
(*b*) Secondary and Primary.

The total expenditure on collegiate education rose by Rs. 24,566 or by 1·9 per cent., but the Government expenditure rose by the higher percentage of 2·4, and the Government contribution for colleges was 46 per cent. of the total expenditure against 45·8 per cent. in the year before. In secondary, primary, female and special schools, as also in buildings, furniture and superintendence, the contributions from the Provincial Revenues were considerably larger than those in the previous year. In secondary schools for boys, they rose by Rs. 23,475 or by 5·6 per cent.; in primary schools by Rs. 1,431 or by 0·8 per cent.; in female schools, both secondary and primary, by Rs. 17,256 or by 9 per cent.; in buildings by Rs. 1,17,077 or by 28·3 per cent.; in furniture by Rs. 75,553 or by 64 per cent., and in superintendence by Rs. 12,036 or by 2·8 per cent.

It is a matter for regret that the District Fund expenditure on primary education decreased by Rs. 29,236 or by 3·1 per cent. It is, however, satisfactory to find that expenditure from this source on female schools increased by Rs. 4,686 or by 22·4 per cent. The increase of expenditure by Rs. 55,767 from this source against superintendence was due chiefly to the cost of maintenance for the full year of the additional Sub-Inspectors appointed in the year before, and for which special grants had been made from Provincial Funds to meet the increased expenditure.

Although the Municipalities did not all contribute for education the required percentage of their ordinary income, their total contributions for secondary, primary, female and special education were greater than in the preceding year.

15. *Average cost of educating each pupil.*—The average annual cost, according to the sources of expenditure, of educating each pupil in the different classes of public institutions in the past two years is compared in the following table:—

Class of Institutions.	1902-1903.				1903-1904.			
	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Arts Colleges ...	29 13 9	.....	69 3 3	99 1 0	30 14 11	0 6 4	70 9 2	101 8 5
Professional Colleges	128 6 11	.....	40 4 6	168 11 5	132 6 6	.....	40 0 11	172 7 5
Secondary Schools	2 4 0	0 15 9	14 14 11	18 2 8	2 5 4	0 15 11	13 10 7	16 15 10
Primary Schools ...	0 2 11	0 13 7	2 0 5	3 0 11	0 2 9	0 12 3	1 14 4	2 13 4
Training Schools ...	61 2 10	0 5 1	33 10 3	95 2 2	58 11 7	0 4 4	25 12 11	84 12 10
Other Special Schools	15 5 8	1 9 4	14 9 11	31 8 11	15 9 11	1 6 8	13 14 4	30 14 11

The averages, shown in the table above, relate to public institutions for Indian and European males and females. The average cost to Provincial Revenues for educating each pupil rose in all classes of schools, except Primary and Training schools. The District and Municipal fund expenditure for each boy in primary schools also decreased. This is indeed regrettable.

16. From Appendix Table 1, showing the statistics of secondary and primary schools for Indian boys, it appears that the average attendance increased in almost all classes of schools, excepting High Schools; and that the total average cost increased in High and Middle Vernacular Schools, while it decreased in Middle English and in Primary Schools.

17. The next table shows the variations in the results of the University examinations for the past six years:—

Years.	Entrance Examination.			F. A. Examination.			B. A. Examination.			B. Sc. Examination.			M. A. Examination.			B. L. Examination.			B. E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1898-1899 ...	4,896	2,972	60·7	2,863	1,084	37·9	1,639	419	25·6	...	...	...	162	63	38·9	450	206	45·8	18	4	22·2
1899-1900 ...	5,161	3,199	62·0	3,037	1,142	37·6	1,667	461	27·7	...	...	...	206	92	44·6	451	102	22·6	12	12	100·0
1900-1901 ...	5,060	2,812	55·6	3,286	1,039	31·6	1,688	329	19·5	...	...	...	169	91	53·8	553	160	28·9	38	10	26·3
1901-1902 ...	5,699	2,867	50·3	3,645	1,370	37 6	1,934	439	22·7	12	2	16·7	153	68	44·4	590	213	37·4	32	9	28·1
1902-1903 ...	5,827	2,634	46·1	3,682	1,162	31·6	1,848	370	20·0	19	8	42·1	190	70	36·8	670	337	50·3	28	13	46·4
1903-1904 ...	6,124	2,394	39·1	3,497	1,198	34·3	2,032	295	14·5	14	5	35·7	200	74	37·0	620	136	21·9	26	12	46·2

On the whole the University results for the year 1903-1904 have been unsatisfactory. It is difficult however to comment on the remarkable fluctuations which this table displays. The B. A. results for the year under report appear to be extraordinarily bad, and to be the worst for some years; but it is not quite certain that they indicate a corresponding deterioration in the quality of the students sent up from Colleges. It is just possible that the standard required for passing these examinations, which has been generally recognised as undesirably low, has been unconsciously raised by the Examiners in response to the increasing pressure of public opinion upon the subject. On the other hand the authorities of many Colleges admit that the candidates sent up to the B. A. Examination in 1904 were not, by any means, as good as in ordinary years. Perhaps the explanation of the bad results may be found in a combination of these two causes.

The results also of the Entrance Examination are distinctly unsatisfactory, and represent that the quality of the students sent up for examination by the High Schools was by no means so good as in former years Indeed the figures for the Entrance Examination for the past six years show that there has been an almost steady and rather rapid decline in the percentage of students who have passed, a fact which is far from being creditable to the High Schools sending up these pupils.

18. *Expenditure on scholarships.*—From the following table it will be seen that the expenditure on scholarships from the public funds decreased in Arts Colleges, Medical Institutions and Secondary Schools, but increased in primary

GENERAL SUMMARY.

schools and special institutions. The expenditure from private funds increased in all classes of schools, except Medical institutions: —

Class of Institutions.	1902-1903.				1903-1904.			
	Public Funds.	Private Funds.	Total.	Percentage of total expenditure on scholarships to total expenditure on public instruction.	Public Funds.	Private Funds.	Total.	Percentage of total expenditure on scholarhips to total expenditure on public instruction.
	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	
Arts Colleges	86,032	18,040	1,04,072	0·77	77,140	20,770	97,910	0·70
Medical Institutions	16,882	7,032	23,914	0·17	10,508	6,566	17,074	0·12
Secondary Schools	78,738	4,556	83,294	0·61	76,541	5,331	81,872	0·59
Primary Schools	15,247	871	16,118	0·11	16,420	955	17,375	0·13
Special schools (including Technical Institutions) ...	26,281	3,455	29,736	0·22	32,143	4,076	36,219,	0·26
Total ...	2,23,180	33,954	2,57,134	1·89	2,12,752	37,698	2,50,450	1·80

19. *Proportion of pupils under instruction in various districts.*—The districts of this Province have been arranged in Appendix Table 2, in order of precedence according to the proportion which the number of boys actually at school bears to the number of boys of school-going age. It will be seen that Chittagong and Howrah gained two places each, while Hooghly lost three places in the year under review. It is also worth noticing that the district of the Orissa Tributary Mehals, which was last in the list in the previous year, gained one place with an increased percentage during the last year.

20. From the figures shown in the Appendix Table 3, it will appear that the total number of pupils in schools increased in all the divisions during the year under notice.

CHAPTER III.—CONTROLLING AGENCIES.

CONTROLLING AGENCIES.

Direction.—I was in charge of the Department from the 1st April to the 14th May 1903, and from the 18th August 1903 to 22nd March 1904. Mr. A. C. Edwards, M.A., Principal, Presidency College, Calcutta, was appointed to act in my place when I was on privilege leave from the 15th May to the 17th August 1903, and Mr. C. W. Peake, M.A., Assistant Director of Public Instruction was in charge of my office from the 23rd March 1904 till the close of the official year. At this time I was put on deputation in connection with a Committee on the question of European education in the hill schools in Northern India.

In addition to carrying on the extremely heavy and constantly increasing current work of the department, I have endeavoured to expand and consolidate the numerous improvements and changes which have been introduced into the Bengal Educational system within the past five or six years. My time was also largely devoted to devising measures for the reform and expansion of educational work in fresh directions.

2. Mr. Peake, the Assistant Director, worked throughout the year. I received much help from him in office work, especially in connection with the preparation of a graded list of the officers of this Department who had hitherto been ungraded, numbering no less than 1,112 persons, and also in regulating promotions among them—matters in which he took special interest and care.

3. Besides the inspecting officers whose names are individually noticed below who exercise control over different classes of institutions, there are numerous Professors and Lecturers as well as Principals in Government Arts Colleges, and similar officers in aided and unaided Colleges. Almost all the members of the College staffs possess high Academic distinctions, and it must not be thought, because their names are not individually mentioned or their work prominently described, that their duties are not important or that the services of such officers are not equally valuable in the working of the Department. These officers have most responsible work, and the great majority of them discharge it very efficiently.

CONTROLLING AGENCIES.

4. *Inspection.*—The staff of inspecting officers of higher rank has been strengthened by the appointment, during the year under report, of Miss Lilian Brock, B.A., a lady of high qualifications and training, who has been selected by the Secretary of State as Inspectress of Girls' Schools in the Province, and appointed to the Indian Educational Service.

5. The number of Divisional Inspectors continues unchanged. Each of the nine Administrative Divisions of Bengal has one Inspector of Schools; the schools for Europeans and Eurasians throughout the Province were as before under the inspection of a separate Inspector for this special class of schools.

6. Each of the Divisional Inspectors of Schools, except in the Rajshahi, Chittagong and Orissa Divisions, had under him an Assistant Inspector to help him in supervising primary and secondary schools in his Division, and to carry on office work.

7. The officers next below Assistant Inspectors in rank are Deputy Inspectors of Schools, who are in educational charge of districts.

8. Below the Deputy Inspectors are—

(1) Sub-Inspectors of Schools, including a new class of Assistant Sub-Inspectors, and

(2) Guru Instructors.

9. Under the rules in force, the Divisional Inspectors of Schools are directly responsible for High schools, Deputy Inspectors for Middle and Upper Primary schools, and Sub-Inspectors for Lower Primary schools. The duty of the Inspector of European Schools is to supervise and to improve schools for Europeans and Eurasians; while the two lady inspecting officers have to inspect all schools for girls, the Inspectress, Miss Brock, being responsible for the inspection of schools for European girls, and for High and Training schools for native girls, as well as for Girls' schools in large centres. The Assistant Inspectress deals with the remaining schools for Indian girls under both native and missionary management and with those outside those centres.

10. The other public officers who are also required by Government to inspect schools are the District and Subdivisional Officers. The Divisional Commissioners in some cases inspect schools in the interior with a view to encourage the people in the matter of education.

11. *Private Agencies.*—The private agencies which assist the Department in the control and management of educational institutions are various missionary societies and a few associations formed by native gentlemen.

12. *School Committees.*—*Visiting Committees* have lately been appointed for the inspection of secondary schools managed by Government or by District Boards and Municipalities. *Managing Committees* have also been ordered to be formed for aided secondary and upper primary schools. In both the cases the committees are to represent all classes of the community from which students are drawn. Rules have been framed defining the procedure to be followed by the committees in discharging their duties.

13. In addition to the general control of the Department over all schools which are in any way supported from public money, District and Municipal Boards exercise control over the schools under their management or which are paid for from their own funds. The members of local bodies sometimes assist the Department in the inspection of the schools with which they are concerned.

14. *Divisional Inspectors.*—These officers were nine in number, each officer having been placed in charge of a division. The distribution of work division by division was as follows:—

Burdwan Division.—Rai Radhanath Ray Bahadur was in charge from the 1st April to 27th September, when he retired, and Maulvi Muhammad Ibrahim, B.A., was in charge for the remainder of the year. This Division comprised 528 secondary and 9,548 primary schools, under 12,836 teachers, and had 1 Assistant Inspector, 8 Deputy Inspectors and 48 Sub-Inspectors for their inspection.

Presidency Division.—Comprising all the districts in the Division and the town of Calcutta, was under the charge of Mr. P. Mukherji, B.Sc., throughout the year. He had in the Division 6,250 schools, secondary and primary, under the tuition of 9,165 teachers. The Division had 1 Assistant Inspector, 7 Deputy Inspectors and 33 Sub-Inspectors of Schools for the supervision of these schools. As *ex-officio* Secretary to the Central Text-Book

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Committee, Mr. Mukherji had, as usual, to devote much of his time and attention to the consideration of the numerous school-books submitted to that Committee during the year under notice.

Rajshahi Division.—Mr. Hallward, M.A., was in charge throughout the year. The Division comprised 4,720 schools (secondary and primary) under 5,993 teachers, which were under the supervision of 6 Deputy and 32 Sub-Inspectors of Schools.

Dacca Division.—There were several changes of officers in the Division during the year under report. Babu Mathura Nath Chatterji, M.A., was in charge from the 1st April to 23rd July, when he retired. Maulvi Muhammad Ibrahim, B.A., who succeeded him, worked up to the 9th October. Babu Kumud Bandhu Basu, the Assistant Inspector, then acted as Inspector in this Division till 8th January 1904, when Mr. H. A. Bamford, on return from furlough, took charge of the Division for the remainder of the year. This Division comprised 8,547 schools (secondary and primary) under 11,475 teachers, which were under the supervision of 1 Assistant Inspector, 7 Deputy Inspectors (including 3 additional officers) and of 35 Sub-Inspectors of Schools.

Chittagong Division.—Maulvi Muhammad Ibrahim, B.A., who was the permanent Inspector went on privilege leave owing to ill-health up to 17th of June, during which period Babu Kumud Bandhu Basu acted for him. Maulvi Abdul Karim, B.A., succeeded Maulvi Muhammad Ibrahim as Inspector and was in charge of the Division from the 1st August till the close of the year. This Division comprised 5,090 schools (secondary and primary) under the charge of 6,206 teachers and was under the supervision of 3 Deputy Inspectors and 22 Sub-Inspectors of Schools, including the Sub-Inspector in charge of the Chittagong Hill Tracts.

Patna Division.—Mr. W. Billing, M.A., held charge of the Division from the 2nd April till the close of the year. The number of secondary and primary schools in the Division was 6,538 under 7,583 teachers, for whose supervision there were 1 Assistant Inspector, 7 Deputy Inspectors and 34 Sub-Inspectors of Schools.

Bhagalpur Division.—Dr. P. Chatterji, B.A., D.SC., was in charge throughout the year. This Division comprised 4,371 schools (secondary and primary), conducted by 5,178 teachers and supervised by 1 Assistant Inspector, 6 Deputy Inspectors (including an additional Deputy Inspector) and by 26 Sub-Inspectors of Schools.

Orissa Division, including the Orissa Tributary Mahals.—Mr. H. A. Stark, B.A., was in charge throughout the year. The whole area under his charge contained 7,781 schools, secondary and primary, under the tuition of 8,582 teachers and under the supervision of 3 Deputy Inspectors and 30 Sub-Inspectors (including the 2 Sub-Inspectors in charge of the district of Angul) and 6 Sub-Inspectors in charge of the Orissa Tributary Mahals, where there were no Deputy Inspectors of Schools during the year under report. Two of the 6 Sub-Inspectors in the Tributary Mahals were paid from the Native States revenues and the rest from Provincial revenues.

Chota Nagpur Division.—Mr. M. Ghose, B.A. (OXON.), was in charge from the 1st April to 12th October. He was succeeded by Babu Sasi Bhushan Datta, M.A., who worked in the Division for the rest of the year. This Division contained 3,033 schools (secondary and primary), under the tuition of 4,632 teachers and under the supervision of 1 Assistant Inspector, 5 Deputy Inspectors and of 20 Sub-Inspectors of Schools. There are in this Division some Native States, one of the Chiefs of which has placed a school in his State under the supervision of the Department.

15. *Inspection of European Schools.*—Mr. H. A. Bamford was in charge for 27 days, Mr. W. W. Hornell, B.A., from 28th April to 21st October 1903, and Mr. H. E. Stapleton, B.A., for the remaining part of the year. These three officers visited 114 schools and spent 120 days outside Calcutta.

16. *Inspection of Girls' Schools.*—Mrs. Moorat worked throughout the whole year. Miss Lilian Brock, B.A., who was lately appointed as Inspectress of Schools, worked for 46 days from the 15th February to 31st March last. Mrs. Moorat now continues to work as Assistant Inspectress of Schools. The total number of girls' schools in Bengal in the year under report was 4,681, a number which is too large for two Inspectresses to inspect even in the course of four years.

17. *Assistant Inspectors.*—Their number was six, as in the previous year. These officers were attached to the Divisions of Burdwan, Presidency, Dacca, Patna, Bhagalpur and Chota Nagpur. Changes of officers took place in all, excepting the Bhagalpur and Chota Nagpur Divisions.

18. *Deputy Inspectors of Schools.*—Their number was 52, as in the previous year. Each district (excepting Darjeeling, Chittagong Hill Tracts, Angul, and Orissa Tributary Mahals) is under the charge of a Deputy Inspector of Schools. There is in each of the large districts of Burdwan, Midnapore, 24-Parganas, Dacca, Mymensingh and Faridpur, where the number of secondary schools is very large, an additional Deputy Inspector of Schools. The town of Calcutta has a Deputy Inspector of its own. In the district of Sonthal Parganas there is also an additional Deputy Inspector appointed for the inspection and improvement of the schools for Sonthals and other backward races.

In the districts of Birbhum, Nadia, Khulna, Rajshahi, Dinajpur, Rangpur, Pabna, Mymensingh, Faridpur, Noakhali, Saran, Muzaffarpur, Bhagalpur, Cuttack, Puri and Ranchi there were no changes of Deputy Inspectors during the year, but in all other districts some changes occurred. The officers who fell short of the minimum of 150 days' inspection in the year (or a proportionate fraction of shorter periods) without sufficient explanation were: Babu Joggesvar Mukherji of Howrah, Maulvi Abdul Latif of the 24-Parganas, Babu Devendra Kumar Roy of Bogra, Moulvi Matloob A. Khan Chaudhuri of Chittagong, and Babus Giriwardhari Lal of Darbhanga, Harbans Sahai of Monghyr, Kalikananda Mukherji of Purnea, Raghunath Ghosh of Cuttack, Chandra Mohan Maharáná of Balasore, Srinath Banerji of Manbhum and Trisuldhari Sinha of Singhbhum.

19. *Sub-Inspectors.*—The number of Sub-Inspectors increased from 272 to 280. In view of the educational reforms introduced in primary schools on account of the adoption by them of the new scheme of vernacular education, it is proper to insist on the Sub-Inspectors spending on the inspection of schools a larger number of days than was formerly required, instead of insisting on the same large number of visits which has been required hitherto. So long as the teachers of primary schools are not properly trained, the District Boards and the Department should utilise these Sub-Inspectors more as peripatetic teachers of new methods than as inspecting officers. A day spent on each visit of instruction and inspection is not too much. It would be better, therefore, to require of them, if possible, more than 200 days on tour and to reduce the minimum number of visits from 350 to 200 or 225 a year. Henceforth the amount of a Sub-Inspector's work is to be judged by this standard.

The new system of payments to primary schools will throw very great responsibility on this class of officers. To ensure the efficient discharge of their duties, it would be necessary to have men of high character and education in increased numbers and with better prospects, so as to make them contented and willing workers. The question is now under consideration of Government.

20. The average minimum of 200 days of inspection was not attained in many districts, and the work done by Sub-Inspectors of Schools has been generally only fairly satisfactory during the past year. The cases of short work noticed in the divisional reports are detailed below:—

In the Presidency Division, seven out of 32 Sub-Inspectors failed to attain the prescribed minimum of 200 days on tour. In the Nadia district the newly appointed Muhammadan Sub-Inspector of Kusthia did short work, but he has since resigned his appointment. The short work of the Sub-Inspector of Bongong in Jessore has been due to ill-health, while the other three officers of this district, as well as two officers of Khulna, who also were found wanting have been warned. In the Rajshahi Division, all excepting 6 out of 28 Sub-Inspectors worked satisfactorily. Out of 35 Sub-Inspectors in the Dacca Division, 9 failed to attain the prescribed minimum of tour days. Maulavi Kabiruddin Ahmad, and Babu Kamini Kumar Som of Dacca and Maulavi Syed Muhammad Abdul Monaim of Mymensingh were on tour for periods miserably small. In the Chittagong Division, the Sub-Inspectors appear to have done sufficient work. Excepting two out of 34 officers in the Patna Division, all are reported to have worked satisfactorily; both these officers were, however, in indifferent health during part of the year. In the Bhagalpur Division, 2 out of

CONTROLLING AGENCIES.

26 Sub-Inspectors failed to be out on tour for 200 days. One of them, Maulavi Abul Hussain of Purnea, was appointed about the middle of the year and was new to the work. The work of the other officer, Babu Rasik Kanta Ganguli of Malda, is reported to have been specially unsatisfactory. He has been transferred from the Division. Out of 24 officers in the Orissa Division, 9 were found to be lax. One of them has retired, one was ill, while a third has resigned. The Orissa Tributary Mahals have six Sub-Inspectors, all, except one, Babu Adwaita Chandra Mahapatra of Dhenkanal, were on tour for more than the prescribed minimum. This officer failed to attain it through ill-health and heavy office work. In the Chota Nagpur Division, 4 out of 20 officers were found wanting in respect of the number of tour days. Two of them have been removed from the Department.

21. From the above it is seen that many of the Sub-Inspectors were unable to show the proper outturn of work. All these officers should be warned and roused into activity in the current year, and there should be a stricter supervision over the work of Sub-Inspectors by the Deputy and Additional Deputy Inspectors. The Inspectors of Schools should also keep a careful watch to prevent these irregularities, and report negligent Sub-Inspectors, if necessary, to the District Boards.

22. It is worthy of remark that the District Boards of Dacca and Backergunge have adopted grade systems for allowing increase of pay to Sub-Inspectors. The Dacca District Board has included the "transferred officers" in its system, and this inclusion (the Inspector of Schools remarks) has, to some extent, "defeated the object of the system." There are four grades at Backergunge, viz., Rs. 100, Rs. 75, Rs. 60 and Rs. 50, and the number of appointments are 1, 2, 3 and 4, respectively. At Dacca there are three grades of Rs. 75, Rs. 60 and Rs. 50, with 1, 2 and 5 appointments, respectively. The District Board of Nadia has granted a small increment to the salary of one Sub-Inspector, and the Rajshahi District Board to two of its officers.

23. The following Sub-Inspectors of Schools have been commended for good work:—

Babus Satis Chandra Mukherji, B.A., Umes Chandra Basu, Rasik Lal Das, Ram Gopal Mukherji, Gopi Nath Mazumdar, Nibaran Chandra Das Gupta, Gopi Nath Sen and Radha Nath Chatterji, B.A., in the Burdwan division; and Babus Srish Chandra Chaudhuri, Kamalesh Chandra Banerjee, Bhusan Chandra Banerjee, B.A., Anukul Chandra Mukerjee, Maulavi Izad Baksh, B.L., Babus Charu Chandra Banerjee, B.A., Sures Chandra Chaudhuri, Maulavi Mushraff Hussain, B.A., Babus Krishna Chandra Banerji, Rati Kant Laha, Hari Charan Mukherji, Priya Nath Brahmachari, Satkari Sannyal, Madhusudan Sarkar, Umes Chandra Basu, Sures Chandra Ray, B.A., Gopal Chandra Ray, B.A., Dinanath Bhattacharya, and Maulavi Muhammad Wazir in the Presidency Division; Babus Jajneshwar Chakravarti, B.A., Govinda Chandra Ray, Akshay Kumar Sen, B.A., Harivar Mitra, Govinda Chandra Banerji, and Damodar Prasad Sarkar in the Rajshahi Division; Babus Mathura Nath Guha, Har Kumar Bose, Bepin Chandra Sen, Maulvis Aftab-ud-din Ahmed, Abdus Salam, Babu Mahim Chandra Majumdar, Maulvis Abdul Hassan and Zaki-ud-din Ahmed, B.A., in the Dacca Division; Babus Rames Chandra Das, B.A., and Govinda Chandra Chakravarthi, B.A., in the Chittagong Division; Mangal Dayal Sinha, Ram Prasad, B A., Rai Radha Prasad, Babus Gopal Das, Bhairab Sahai, Ganga Prasad Sastri, Deokinandan Sahai, and Baldeo Narayan Mahtha in the Patna Division; Babus Narayan Prasad Mahanty, B.A., Jagannath Das, and Srinibas Sinha in the Orissa Division; and Babus Shashi Bhusan Chakravartti, B.A., Ramchandra Banerji, Satyarup Misra, Paresh Nath Ghose and Harihar Pathak in the Chota Nagpur Division.

24. *Assistant Sub-Inspectors.*—Officers of a new class under the name of Assistant Sub-Inspectors, who are below the rank of Sub-Inspectors of Schools, but superior in class to the Guru Instructors, have been returned from the Divisions of Rajshahi and Dacca, viz., one from the former and seven from the latter.

25. *Guru-Instructors.*—There were 515 of these officers in 1903-04 against 504 in the previous year. Their number increased in the Presidency, Chittagong, Patna Divisions and in the Orissa Tributary Mahals, and decreased in the Dacca and Chota Nagpur Divisions, while their number remained stationary in Calcutta and in the Bhagalpur, Rajshahi and Orissa Divisions.

26. *District Boards.*—The Local Self-Government Act has been extended to all parts of Bengal, except Darjeeling, Chittagong Hill Tracts, the Sonthal Parganas, Angul, Orissa Tributary Mahals and Singhbhum. The District

Boards are reported to have, on the whole, worked harmoniously with the Education Department. The Inspector of the Rajshahi Division, however, reports that his attempt "to fix a minimum fee in Middle schools to prevent unfair competition with Primary schools" was opposed by one or two Boards. Irregularity in payment of bills is reported from Saran in the Patna Division. The Inspector of the Orissa Division reports that the amount of work thrown by a District Board on the Deputy Inspector is at times so great that his legitimate duties suffer. In one instance the Chairman of the District Board resented his "summoning the Deputy Inspector to head-quarters." The Balasore District Board is reported to have a tendency to reduce its expenditure on education, "even though such reduction has reached a figure below the allotments assigned by Government." Again, in the Dacca Division, the allotment for Primary Education was reduced by the Board apparently against the Inspector's recommendation to the contrary. CONTROLLING AGENCIES.

27. *Local Boards.*—There are no Local Boards in the Chota Nagpur Division. Some Local Boards are allowed control over Primary schools, while some others have no educational power. During the past year, the Nadia Local Boards were entrusted with power of making payments to Guru-Instructors and checking their diaries. The Mymensingh Local Boards have the largest powers, as they have the power of paying the Sub-Inspectors' salaries.

28. *District Committees.*—There are three Committees in the districts of Darjeeling, the Sonthal Parganas and Singhbhum. The Committee in the Chittagong Hill Tracts ceased to exist, its powers being now exercised by the Superintendent who is the District Officer. There is no Committee at Angul, as there is no Government High School in the district. The Committee in the Sonthal Parganas met twice during the past year. It has nine members. The Committee at Singhbhum exists only in name, its work being done by the Deputy Commissioner and the Deputy Inspector of Schools.

29. *Inspection of Schools by Magistrates and Members of School Committees.*—Most of the District and Sub-Divisional officers visited schools of various classes while on tour, and made various suggestions for their improvement. Some members of the newly created visiting committees of Government High Schools visited schools and made suggestions. It would be very helpful if the members of the Local Boards could find time to visit schools.

30. *School Committees.*—Some of these Committees have been formed. It will however take some time to constitute Committees on the lines set forth in the Government order for all the aided High, Middle and Upper Primary Schools.

31. *Inspection of Schools by Indian Gentlemen.*—Certain Chiefs, Dewans and Managers in the Orissa Tributary Mahals visited schools in their States during the year. The Maharaja of Mayurbhanj and the Raja of Talcher also are reported to have taken special interest in the schools in their States. It is to be hoped that other Rajas, Chiefs and representative Indian gentlemen will follow this example.

CHAPTER IV.—COLLEGIATE EDUCATION.

COLLEGIATE EDUCATION.

THIS chapter deals with (1) Arts Colleges, (2) Law Colleges, (3) Medical College and Schools, (4) Advanced and organised tols or schools teaching Sanskrit.

The standards and courses of study in the Arts and Law Colleges and in the principal department of the Medical College are determined by the Regulations of the University of Calcutta. The Sibpur Civil Engineering College, in which the highest courses are also prescribed by the University, is, however, dealt with under the head of Technical Education in Chapter VIII.

2. *The Calcutta University.*—The most important educational event of the year was the passing of the Indian Universities Act in the Supreme Legislative Council. It would hardly be profitable to review the chapter of University history thus brought to a close, and a brief notice of the Act so far as it affected the Calcutta University will here suffice. The necessity of legislation had long been felt and was emphasised by the findings of the University Commission. It is true that the recommendations of the Commission were, in many quarters, received with some disfavour, and that, after the publication of its report, the very idea of reforming the University met with a certain amount of opposition.

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Both at public meetings and in the local press this spirit of hostility to reform had been loudly, if somewhat inarticulately, expressed. But it is satisfactory to observe that, under the influence of time and discussion, the opposition, to a great extent, subsided and the Act itself was finally passed amid fairly general acquiescence. This modification of public opinion may be attributed in part to the omission in the Act of some of the least popular of the Commission's recommendations. and in part, perhaps, to the fierce light which public discussion brought to bear upon the past history of the University. It was made plain that a new governing body and a new set of regulations were a necessary condition of any real improvement. This condition has been secured by the Act; and the direction which such improvement should take is sufficiently indicated by those clauses of the Act which provide for a certain minimum proportion of teachers in the Senate and Syndicate of the University. It may be hoped that an era of true progress in higher education in Bengal has now been inaugurated.

Arts Colleges.

3. *The general statistics of the Arts Colleges.*—The total number of Arts Colleges in Bengal was 46, as against 45 in the previous year. The numbers of Government, Municipal and Aided colleges remained at 11, 1 and 6, respectively, while the number of Unaided colleges is shown as 28 in place of 27. The Martiniére College for boys, which had no students in the college department in the previous year, is again included under this head; and, while one institution, the Rajchandra College, Barisal, was disaffiliated during the year and no longer appears in the returns, there has been one addition to the list in the case of Bankura Wesleyan Mission College. This institution, the Loreto House, and the Daulatpore Hindu Academy are strictly speaking not yet affiliated to the University, but appear to send in their pupils to the University examinations as private students.

4. *Attendance in Arts Colleges.*—The total attendance in Arts Colleges decreased slightly from 8,030 in 1902-1903 to 8,009 in the year under report. In Government colleges, the numbers fell from 1,786 to 1,709, the most noticeable decrease being that in Dacca College from 360 to 296. Unaided colleges also showed a very slight decrease, while the numbers in Aided colleges rose from 1,527 to 1,604. The colleges showing an attendance of over 500 pupils are—1. The Ripon College (732), 2. The Bangabasi College (689), 3. The General Assembly's Institution (681), 4. The Presidency College (582), and 5. The Metropolitan Institution (501).

The increase in the numbers of the Ripon College, which stood fifth in the previous year with a roll number of 565, is noticeable.

5. The total number of female pupils in the Arts Colleges is returned as 82 against 29 in the year before. The numbers of the Bethune College rose from 24 to 30, while returns of the Martinière College for girls show an attendance of 45 as against 1 in the previous year. There are also 4 female pupils at the Loreto House and 3 at the Doveton College.

6. *Conditions as to residence of students.*—The number of students living in hostels showed a considerable increase as compared with the preceding year. The rules for messes and hostels were revised during the year under report, but they cannot be said to be working as satisfactorily as could be wished. This subject, however, is dealt with separately in a subsequent chapter.

7. *Expenditure on Arts Colleges.*—The total expenditure on all Arts colleges, excepting the two Martinière Colleges and the Dublin University Mission College, Hazaribagh, which have not furnished returns of collegiate expenditure, was Rs. 8,43,677. The total expenditure for the preceding year amounted to Rs. 8,21,543. These figures included returns from all the colleges on list, excepting the Bihar National College at Bankipore.

8. The total expenditure at the 11 Government Arts Colleges increased from Rs. 4,19,813 to Rs. 4,20,484 or by Rs. 671. The expenditure from Provincial revenues increased from Rs. 2,24,135 to Rs. 2,34,596 or by Rs. 10,461, while that from the fee receipts decreased from Rs. 1,82,176 to Rs. 1,72,994 or by Rs. 9,182. The expenditure from other sources also decreased slightly by Rs. 608. The contributions from the Provincial Revenues increased especially in the case of the Presidency College by an amount of

Rs. 3,330 and in the Dacca College by Rs. 5,439. The expenditure from this source in the Hooghly, Ravenshaw, Bethune and Sanskrit colleges and in the Calcutta Madrasah showed a slight decrease. The increased expenditure at the Presidency College is more than accounted for by expenses necessitated by the development of the new Astronomical Observatory, for which a special grant of Rs. 12,900 was sanctioned. Additional expense was also entailed by a Commercial class which was established in the course of the year. The increased expenditure from State revenues on the Dacca College was due to the loss of pupils, which is represented by a diminution of Rs. 5,484 in the fee receipts.

9. In the Aided colleges, the total expenditure during the year amounted to Rs. 1,63,301, out of which Rs. 21,600 was paid from Provincial revenues against Rs. 22,650 in the previous year. The grant however to the Victoria College, Narail, is not included, as it was not received before the end of the official year. The receipts from fees in Aided colleges show an increase of Rs. 6,557, while those from endowments and other sources show a decrease of Rs. 8,657.

10. The total expenditure on the 28 Unaided colleges which furnished their returns amounted to Rs. 2,54,223 as against Rs. 2,29,796 in the previous year. The expenditure from fee receipts is shown at Rs. 1,48,351 against Rs. 1,35,467, and that from endowments and other sources at Rs. 1,05,872 as against Rs. 94,329.

11. *The cost of educating each student.*—The average annual cost of educating a student in a Government College in Bengal in 1903-04, amounted to Rs. 218-1 4, of which Rs. 121-10-10 was paid from State revenues and Rs. 96-6-6 from local sources, including fees. In the preceding year the total average cost was Rs. 204-10-11, of which Rs. 109-4-6 was paid from the State and Rs. 95-6-5 from fees and other sources. The highest figures for Government Colleges in the year under report are Rs. 413-9-1 in the Bethune College, Rs. 350-4-3 in the Sanskrit College and Rs. 326-13-6 in the Patna College, while the lowest figure is Rs. 105-11-7 in the Chittagong College. In Aided colleges, the total average cost of education per student decreased from Rs. 107-15-1 to Rs. 99-11-11. The cost from private sources decreased from Rs. 93-4-0 to Rs. 86-8-2, the State contributions decreasing from Rs. 14-11-0 to Rs. 13-2-11. The average annual cost per student in Unaided colleges rose from Rs. 49-8 0 to Rs. 54-2-9. The figures shown under this head for Unaided colleges vary from Rs. 28-1-6 in the Albert College to Rs. 199-10-3 in the Doveton College.

12. *Fee-rates in Arts Colleges.*—The various fee rates obtaining in Government, aided and unaided colleges remained practically unchanged during the year under review. In Government Colleges, the rate ranges from Rs. 2, in the exceptional cases of the Sanskrit College and the Calcutta Madrasah, to Rs. 12 a month in the Presidency College. The Rajshahi College, the Bethune College, and the Chittagong College (a second grade college) also charge a small fee rate, viz., Rs. 3 a month. The Ravenshaw College charges Rs. 4 to 5 a month. In no other Government College is the rate below Rs. 5 a month.

13. Of the aided colleges, the small rate of Rs. 3 a month is charged in the College at Narail. But in all the aided colleges under European management the minimum rate does not fall below Rs. 5 a month. Of the unaided colleges, the Raj College at Burdwan is a free College charging no fees to the students. The colleges in which the rate is Rs. 5 or over, are (1) La Martinière for Boys, (2) Bishop's College, (3) Dublin University Mission College, (4) Loreto House, and (5) Doveton College, all under European management. The other colleges charge either Rs. 4 or Rs. 3 a month generally, though a very low rate of fees of Rs. 2-8 a month obtains as an exceptional case in the Hetampur College in the district of Birbhum.

14. *University Examinations in Arts Colleges.*—F. A. *Examination.*—The total number of regular candidates from colleges at this examination again fell off from 3,579 to 3,402, showing a decrease of 177 or nearly 5 per cent. The total number of passes however increased by 32 from 1,152 to 1,184 or by nearly 3 per cent. The percentage of success shows a small rise from 32·1 in 1902-03 to 34·8 in the year under review. The Colleges under public management (Government and Municipal) passed during the year 294 candidates against

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330 in the previous year. Of these, 283 out of 606 candidates or 46·7 per cent., passed from Government colleges, and 11 out of 38 candidates or nearly 29 per cent. from the Municipal College at Midnapore. From the aided colleges, 154 out of 396 candidates or nearly 39 per cent. were successful, showing a decrease of 14 successful candidates; the number passed from unaided colleges was 736 out of 2,362 candidates or 31·2 per cent., showing an increase of 82 successful students over the figures of the previous year. The number of so called private candidates, teachers, and others, who appeared at this examination, held at several centres in this Province, was 95, of whom 14 were successful or 14·7 per cent. only, a very low figure; while in the preceding year 103 such candidates were returned, of whom 10 only passed or only about 10 per cent.

15. The percentage of success in Government colleges rose from 45 to 46·7 per cent. In the Municipal College it decreased from 32 to 29 per cent., and in the aided colleges from 42 to 39 per cent., while in the unaided colleges the percentage increased from 27 to 31. Of the 63 regular candidates from colleges who passed in the first Division, 35 belonged to the Government Colleges, 2 to the Municipal College, 8 to aided colleges, and 18 only to unaided colleges, which Colleges, however, contain a very large proportion of the students reading for the F. A. Examination. The Government colleges still maintained their superiority in this respect. The number of passes in the first Division from all classes of colleges was, however, much less than in the previous year.

16. Of 50 Government Senior Scholarships open to general competition, which are awarded on the results of the F. A. Examination, 25 were won by students of Government colleges, 3 by students of the Municipal College, 7 by students of aided colleges, and 15 by students of unaided colleges. Two senior scholarships for females, one first grade and one 2nd grade, were gained by two girls passing from the Bethune College. The Durga Charan Laha Scholarship of Rs. 20 a month was awarded to a student of the Presidency College.

17. *B. A. Examination.*—The total number of regular candidates at the last B. A. Examination was 1,898 against 1,711 in the previous year, of whom 284 were successful against 357 in 1903. The percentage of passes in Government colleges was 19·7 against 25·4 in the previous year, 19·8 against 27·2 in aided colleges, and 10·1 against 15·3 in unaided colleges. The number of regular candidates in the A. Course was 1,107, of whom 175 or 15·8 per cent. passed, while 791 candidates appeared in the B. Course, of whom only 109 or 13·8 per cent. were successful. The percentage of passes in the previous year was 23·3 in the A. Course and 16·9 in the B. Course. The number of regular candidates who passed with Honours in both these courses during the year rose from 58 to 64. Of these, 38 against 31 belonged to Government colleges, 13 against 18 to aided colleges, and 13 against 9 to unaided colleges. Two private candidates also passed with Honours during the year under review. The total number of candidates for Honours (including 13 private candidates) was 277, viz., 156 in the A. Course and 121 in the B. Course.

18. *B. Sc. Examination.*—At this examination, there were 14 candidates, of whom 5 passed. In the previous year, the number of candidates was 19, of whom 8 were successful.

19. *M. A. Examination.*—The number of candidates at the last M. A. Examination was 200 (including 70 private candidates), against 190 (including 29 private candidates) in the previous year. Of these, altogether 74, including 23 private candidates against 70, passed during the year under report. Five Government colleges (Presidency, Dacca, Ravenshaw, Rajshahi and Sanskrit) sent up 74 candidates, of whom 36 or 48·6 per cent. passed. Two aided colleges (General Assembly's Institution and Duff College) sent up 45 students to this examination, of whom only 12 or 26·7 per cent. passed, while three unaided colleges (the Metropolitan Institution, the Ripon and the Bangabasi College) sent up 11 candidates, of whom 3 or 27·3 per cent. were successful. Of the 74 successful candidates, 14 took up English, 7 Sanskrit, 1 Arabic, 4 Persian, 2 History, 20 Philosophy, 12 Mathematics, 2 Chemistry, and 12 Physical Science.

20. *Special Commercial classes*—Were opened in connection with the Presidency College in June 1903. Five students who passed the Examination

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for the C. classes from the Hare School and the Uttarpara Government School, were admitted into the 1st year Commercial class of the Presidency College on payment of the same rate of fees as students reading for the F. A. Examination. The course prescribed for these classes consists chiefly of those subjects which are required by persons intending to enter merchants' offices. Up to the present time there does not appear to be much enthusiasm among students to prepare themselves to enter into Commercial pursuits.

21. *Research Scholarships.*—Babu Phanindra Lal Ganguli, M.A., Babu Ganga Mohan Laskar, M.A., Babu Surendra Nath Maitra, M.A., Babu Lalit Chandra Guha, M.A., Babu Anukul Chandra Bose, M.A., Babu Bidhu Bhusau Datta, M.A., and Maulvi Abdul Khair Muhammad Ishaque, M.A. have been re-elected to hold their scholarships, the first six scholars for one year each, and the last for six months, on the condition that the first will carry on his researches in Astronomy in the Presidency College, the second in the Sanskrit College in Palæography and Epigraphy, and the next four in the Presidency College in various branches of experimental science, while the last will continue research work in Philology and History in the Khodabux Khan's Library at Bankipur with special reference to the growth of the Persian Language and the influence of Greek and Roman Models on Persian poetry. Three new research scholars were elected during the year under report; they are (1) Babu Bhabesh Chandra Banerji, M.A., (2) Babu Hem Chandra Sen Gupta, M.A., and (3) Babu Satis Chandra Upadhyaya, M.A. The place of work for the first is the Sanskrit College Library, while the other two will work in the Presidency College.

22. *Prem Chand Roy Chand Studentship Examination.*—The number of candidates was 8, of whom 4 only presented themselves at the examination. On the result of the examination, which was held this year in Literary Subjects, a studentship of Rs. 1,400 a year, tenable for two years, was awarded to Aditya Nath Mukhopadhyay, M.A., of the Duff College, Calcutta.

Legal Education.

23. *Law Colleges.*—The institutions returned as Law Colleges in Bengal are not separate or independent colleges for the teaching of Law; they are merely classes or departments attached to Arts Colleges and are affiliated to the Calcutta University as Law Colleges.

24. *Number, attendance and management.*—The number of institutions decreased by one from 17 to 16, but their attendance increased by 20 from 1,584 to 1,604. The decrease of one was due to the disaffiliation by the University of the Raj Chandra College at Barisal to which the abolished Law Class was attached. Of the 16 Law Colleges, 7 were attached to Government Colleges, one to the Municipal College at Midnapore, and eight worked in connexion with unaided colleges. The attendance in the Government Law Colleges increased by 17, the Midnapore College lost one student, while there was an increase of four pupils in the unaided colleges. It should be noticed, however, that the Law classes at Hooghly with only five students, and at Krishnagar with 9 pupils, are in such a decaying condition that their existence would have been unjustifiable, if they were not paying their own way. The fact is that the law-lecturer who is paid from the fees collected from the students, is content with the appointment, not on account of the remuneration he gets therefrom, but because of the status it gives him in the bar. The best Law class in point of attendance and results is the one attached to the Ripon College, which returned 575 students reading for Law. Next comes the class attached to the Metropolitan Institution which returned 259 students. The City College, with 157 law students, stands third, and the Bangabasi College, with 132 students, stands fourth. Of the Government Colleges, the Dacca College only returned 120 students, while the attendance in the other Government Law Colleges ranges between 13 and 36 pupils. It may be observed that, out of the total number of 1,604 law-students, no less than 1,123 belong to Calcutta institutions. These figures are noteworthy as lending very considerable support to the proposals which have been made by the Indian Universities Commission for the establishment of a Central Law College at Calcutta.

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25. *Expenditure.*—Almost all these Law Colleges are self-supporting, being maintained chiefly from fees. During the year 1903-04, the total expenditure in the Law Colleges amounted to Rs. 41,863, of which Rs. 41,259 was derived from fees and Rs. 604 (including Rs. 600 returned by the Law class attached to the Berhampur College) from other sources. It is usually considered that the fees fixed for the attendance of law students are about four or five rupees per month, but taking the fees realized and the number of pupils attending these law schools, the actual fees paid work out at 25 rupees per annum or about two rupees a month.

26. *B. L. Examination.*—The total number of candidates decreased from 670 to 620, and that of the successful students from 337 to 136. The percentage of passes from institutions under public management decreased from 18·5 to 15, while the number of passes from unaided institutions decreased from 81·5 to 23·3 per cent. The Ripon College passed 64 students for the B. L. Degree, the largest number of pupils passed from any college in Bengal, but of these one only was in the first division.

Medical Education.

27. *Medical College, Calcutta.*—The strength of this College on the 31st March last was 519, against 555 and 595 in the two preceding years. The numbers though apparently diminishing are still very large. The College consists of two departments, *viz.*, the English department and the Military pupil class. The decrease of pupils took place in both the departments; in the former the students decreased from 450 to 423, and in the latter from 105 to 96. The number of female students who attended the English department increased from 14 to 16. It is a noticeable fact that all the female students were Christians, and none either Hindus, Brahmos or Muhammadans.

28. *The University Medical Examinations.*—At the Preliminary Scientific L. M. S. Examination, 60 male and 4 female students competed, of whom 23 male and 3 female students were successful. At the first L. M. S. Examination, 114 male students appeared, of these 59 only passed. At the combined Preliminary Scientific and first L. M. S. Examination, 5 passed out of 7 candidates sent up. There were 113 male candidates at the second L. M. S. Examination, of whom 59 only passed. At the Preliminary Scientific M. B. Examination, 62 male students and 4 female students competed, of whom 28 male students and 1 female student were successful. At the first M. B. Examination, 25 male students competed, of whom 12 were successful. At the combined Preliminary Scientific and first M. B. Examination, 25 male students competed, and 13 of them passed. At the second M. B. Examination, 11 male students competed and 3 of them were successful. Of the 4 girls successful at the Medical Examinations, 3 were Europeans or Eurasians and 1 a Native Christian.

29. During the year under report, the total expenditure on the College amounted to Rs. 2,28,430, against Rs. 2,18,084 in the previous year; the expenditure from Provincial Revenues increased from Rs. 1,84,600 to 1,94,000, while Rs. 34,430 against Rs. 33,484 was met from fees.

30. *Vernacular Medical Schools.*—The total number of these schools was ten and has been unaltered for the last two years, but their attendance increased from 1,408 to 1,470. Of these schools, 4 only were under the management of Government. The attendance in these Government schools increased from 670 to 741. The total expenditure on the 4 Government schools decreased from Rs. 1,10,367 to Rs. 1,05,183. The expenditure from Provincial Revenues in these four schools decreased from Rs. 87,290 to 81,194. Their fee receipts increased from Rs. 20,951 to Rs. 22,344. The total annual cost of educating each pupil in these schools was Rs. 138-9-4 against Rs. 149-12, of which Rs. 106-15-7 was paid by the State, against Rs. 118-7 paid in the previous year.

31. At the final Medical Examination, 137 candidates appeared from these 4 schools, of whom 91 were successful.

32. Of the 6 unaided Medical schools, 4 were returned from the town of Calcutta and two from the Dacca Division. The attendance in these schools decreased slightly from 738 to 729.

33. These medical institutions are no longer under the control of the Education Department. COLLEGIATE EDUCATION.

Sanskrit Education.

34. *Sanskrit Tols*—Are of two classes:—(1) Recognised Tols—which have adopted the standards prescribed by Government for the Sanskrit First and Second Examination (Ādya and Madhya Parīkshā), and for the Sanskrit Title Examination (Upādhi Parīkshā), *i.e.*, the final standard of instruction pursued in this class of schools, and (2) Unrecognised Tols—which have not adopted the Government standards. Among the unrecognised tols, there are some of an advanced character which teach according to antiquated methods higher subjects like Rhetoric, Logic, Astronomy and Astrology, in addition to Sanskrit Grammar and Literature. Schools belonging to class (1) have been included in the returns among other schools of Public Instruction under the head "School Education, Special;" whereas those of class (2) have been treated of under the head of "Private Institutions".

35. *Sanskrit Associations and the results of examinations in the two preliminary standards.*—The Sanskrit First and Second Examinations were held in Literature and Grammar, and in higher subjects by twenty Associations formed in Bengal, Bihar and Orissa for the encouragement of Sanskrit learning.

36. *First Examination.*—At the First Examination, altogether 3,005 students appeared, of whom 786 students were successful. On the result of this examination, 60 stipends at Rs. 2 a month tenable for two years were awarded to the successful students, while 55 stipends (including five Hara Kumar Tagore stipends) varying in rates from Rs. 3 to Rs. 8, tenable for one year, were awarded to the Pandits.

37. *Second Examination.*—Altogether 1,468 students were examined, of whom 324 were successful. On the results of this examination, 39 stipends of Rs. 3 to Rs. 4 were awarded to the successful pupils. Of these, 4 stipends for Nyâyā (Logic) were tenable for three years and the rest for two years. The teachers were awarded 39 stipends (including 5 Hara Kumar Tagore Tol stipends) tenable for one year. The rates of stipends paid to teachers varied from Rs. 5 to Rs. 12.

38. *Sanskrit Title Examination*—Was held in 12 centres on the 22nd February 1904 and three following days. The examination in the mufassal centres was conducted under the supervision of responsible educational officers, such as the Headmasters of Zilla and Training schools and Deputy and Sub-Inspectors of Schools, while the Calcutta centre was under the direct supervision of the Principal, Sanskrit College, who was assisted by the staff of the college.

Altogether 287 candidates presented themselves at this examination, of whom 106 passed, viz., 12 in the first Division and 94 in the second. Of the candidates, 226 were Bengalis, 15 Uriyas, 44 Hindusthanis or Biharis, 1 a Madrasi, and 1 an Assamese. The majority of the candidates (246) were Brahmans. It is worthy of notice that 14 of these candidates came from Benares and 3 from Assam.

Of the 106 successful candidates, 38 students obtained titles in Sanskrit Literature, 36 in Grammar, 1 in Astrology, 19 in Smriti (Hindu Law), and 12 in Hindu Philosophy—Nyāya, Vedanta and Sānkhya.

39. During the year under report, the amount provided in the Budget Estimates for the encouragement of Sanskrit learning was Rs. 24,000, including Rs. 3,600 for stipends to tols in Nadia.

40. The most notable feature in connection with higher Sanskrit Education during the year was the opening of the classes in the Sanskrit College, Calcutta, for the teaching of the abstruse subjects of Nyâyā (Logic), Smriti (Hindu Law) and Vedântā (Hindu Philosophy) at an annual cost of Rs. 2,700.

CHAPTER V.—SECONDARY EDUCATION.

General Education is of three kinds: (1) Collegiate, (2) Secondary and (3) Primary. The courses for the first, including the course for the Entrance Examination, are prescribed by the University, while the courses for the second and third, up to the three (or four) classes at the top of a High School, where the students are reading the books prescribed by the Calcutta University for its Entrance Examinations, are controlled by the Department. In a few schools, SECONDARY EDUCATION.

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the students of the top classes do not read for the Entrance Examination at all, but for what may be looked upon as two branches of a School Final Examination. These are called the B. and C. classes, the B. classes leading towards engineering and technical work and the C. classes leading towards commerce. In these classes, the subjects and text books are prescribed by the department. The Primary school course is the initial course, and the course for Secondary Education is but an intermediate course between primary and collegiate education and ends the school course. In Bengal, there is no separate class of schools purely for secondary education; for, in secondary schools, pupils pursue the secondary course after passing through the full primary stage in one and the same school.

2. The schools for the secondary stage are of two kinds: viz., (1) High and (2) Middle. High schools teach up to the standard of the Entrance Examination of the Calcutta University or some equivalent standard; while in Middle schools pupils are taught up to the middle stage, English being taught in some schools as an extra or optional subject. Now, in all those High schools, which have adopted the new system of education approved by the Government of Bengal, English is the medium of instruction in the first four classes, while the vernacular is the language through which instruction is given in all the classes below the fourth. English is taught as a second language from class VII (section B.) in High schools, or from class IV of Middle English schools. All schools which are maintained or aided from public funds, and also all schools competing for Government scholarships, have conformed to the new standards. In a good many privately-managed English schools (High and Middle) which have not yet conformed to the wishes of Government, English is still used as the medium of instruction, in and from the lowest primary classes, where Indian children of six, seven and eight years of age are taught, through the medium of English and with English text books, even though the children have made almost no progress with their vernacular studies.

3. *General statistics of Secondary schools for Indian boys.*—The number of Secondary schools during the year 1903-04, increased by one from 2,441 to 2,442. It is worth noticing that English schools, High and Middle, increased by 11 and 36, respectively, while Middle Vernacular schools decreased by 46. This decrease is evidently due to the transformation of some Vernacular schools into Middle or High English schools showing that English education is being more and more appreciated by the people. In High schools the average number of students on the rolls declined from 217 to 213, indicating that the process of development of High schools is not as rapid as was expected. The average number of students reading in Middle English and Vernacular schools, however, shows some improvement, viz., from 69 to 71 and from 52 to 54, respectively.

Appendix Table I.

4. *Stage of instruction.*—The pupils at the high stage in Secondary schools for Indian boys increased by 12 per cent., against the increase of 33 per cent. in the previous year; and, in the Middle stage, the pupils increased by 2 per cent. only, though there was in the previous year no considerable change in this stage in comparison with the year 1901-02.

5. *Expenditure.*—Of the total expenditure on all Secondary schools for Indian boys, Rs. 3,47,847 were derived from Provincial Revenues, Rs. 2,22,842 from District funds and Rs. 16,723 from Municipal funds; contributions from fees amounted to Rs. 22,19,272, and Rs. 6,97,144 were received from other sources. The figures under the corresponding heads were Rs. 3,22,108, Rs. 2,21,603, Rs. 15,776, Rs. 21,37,566 and Rs. 6,86,363 in the previous year. Native States in the Orissa and Chota Nagpur Divisions and the Kuch Bihar State contributed in all to Secondary schools for boys Rs. 22,292, against Rs. 21,358 in the previous year. This amount is included under the head "Other sources".

Appendix Table 4.

6. In High schools, the receipts from Provincial Revenues and from Municipal funds increased by 8 and 15 per cent. respectively, while the grants from District funds decreased by 1½ per cent. In Middle English schools, the grant from Provincial Revenues increased by 30 per cent.; the District fund expenditure rose slightly by Rs. 1,627, while the Municipal fund contributed less by Rs. 35. In Middle Vernacular Schools, the expenditure from Provincial revenues and that from Municipal funds decreased by 6 and 3 per cent. respectively, while that of the District funds increased but slightly by Rs. 780. Expenditure from fees increased from Rs. 16,55,878 to Rs. 17,11,409 or by 3

per cent. in High schools. It increased from Rs. 3,19,956 to Rs. 3,42,624 or by 7 per cent. in Middle English schools, and from Rs. 1,61,732 to Rs. 1,65,239 or by 2 per cent. in Middle Vernacular schools. The total expenditure from fee receipts in all Secondary schools increased by 3·7 per cent. against 4·5 per cent. in the previous year.

7. The total expenditure on Secondary schools for Indian boys from all sources taken together increased from Rs. 33,83,416 to Rs. 35,03,828, or by 3·5 per cent. against an increase of 3·3 per cent. of the preceding year. The proportion of the total increase from all sources continues to be less than the proportion of increase in fee receipts. This is satisfactory as showing that the people are appreciating and valuing education and are prepared to pay for it in increasing proportion.

8. *Expenditure on Secondary Education for both Indian boys and girls.*—The number of scholars in secondary schools for Indian pupils who are in the secondary stage of instruction shows an increase of 6·8 per cent. in the year under report. The total expenditure on secondary schools for Indian pupils (boys and girls) amounted to Rs. 35,87,042, of which Rs. 3,88,012 was derived from Provincial Revenues, Rs. 2,23,459 from District Funds, Rs. 18,256 from Municipal Funds, and the rest from local sources, which includes fees. From the compiled Divisional Statistics, it appears that, during the year under report, the Secondary Departments of secondary schools (*i.e.*, Secondary Education Proper), absorbed Rs. 2,65,308 or 68·3 per cent. (against 70·2 per cent. in the previous year) of the total expenditure from Provincial Revenues on Secondary schools for Indian pupils, Rs. 1,19,529 or 53·5 per cent. against 53·1 per cent. of the total expenditure from District Funds, and Rs. 8,849 or 48·4 per cent. against 52·3 per cent. of the total expenditure from Municipal Funds. From this it is seen that Municipalities spent a smaller percentage of their funds on Secondary Education than in the previous year, while the percentage of District Fund expenditure has been increased instead of being reduced. Probably if such increased amounts had been spent by District Boards on Primary Education, the Department could have shown even better results in the way of increasing the number of aided primary schools and their attendance.

9. *Bifurcation of studies.—The B. and C. Classes.*—Altogether 70 candidates presented themselves at the B. Class Examination, of whom 39 passed; while, out of ten candidates, five only were successful at the C. Class Examination. In the previous year, the number of candidates at the former was 67, of whom 25 were successful, while at the latter, the number of candidates was 17, of whom 6 only were successful. On the results of the B. Class Examination, fourteen junior scholarships (three first grade, five second grade, and six third grade) were awarded. The Barisal Zilla School carried off eight of these scholarships, viz., two first grade, two second grade and four third grade. On the result of the C. Class Examination, four junior scholarships were awarded, the Hare School carrying off two of them. These examinations, like the Entrance Examination of the Calcutta University, are held at the end of the student's school career, and are conducted by the Education Department. The increase in the number of passes at the B. Class Examination is a hopeful sign. All the B. Class scholars have joined the Civil Engineering College, and all the C. Class scholars have been admitted into the Presidency College into the higher commercial class.

10. *Entrance Examination.*—The following table compares the results of the University Entrance Examination for the last two years so far as the schools for Indian boys are concerned:—

Class of Schools.	1903.							1904.						
	Number of competing schools.	Number of candidates.	Passed in the			Total.	Percentage.	Number of competing schools.	Number of candidates.	Passed in the			Total.	Percentage.
			First Division.	Second Division.	Third Division.					First Division.	Second Division.	Third Division.		
Government schools	57	1,077	174	255	223	652	60·5	58	1,154	131	223	245	599	51·9
Schools under private management. { Aided ...	216	1,605	152	349	333	834	52·0	222	1,722	98	256	269	723	41·9
Schools under private management. { Unaided	228	2,941	213	376	547	1,136	38·6	242	3,095	135	327	567	1,029	33·2
Total ...	501	5,623	539	980	1,103	2,622	46·6	522	5,971	364	806	1,181	2,351	39·3

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11. It will be seen that, while the numbers of candidates increased, not only the percentage, but the actual numbers of passes, showed a considerable decrease in all three classes of schools. The figures for several years of those who have gone up to and the numbers who have passed the Entrance Examination would appear to indicate that a very considerable decline is taking place in the quality of the candidates who are presented by the High schools for the Entrance Examination, and hence there has been a general fall in the percentage of passes. The results have been distinctly unsatisfactory both in this year and in several previous years, and, as the gentlemen who conduct the Entrance Examination continue, to a great extent, unchanged from year to year, these figures tend to show either that the teaching in High Schools is deteriorating, or that there is an increasing tendency of schools to send up boys who are insufficiently prepared, and possibly therefore also to send up boys to the Entrance Examination at too young an age.

12. The results of the Government Collegiate Schools for the last two years are compared in the following table:—

Name of School.	Number on the rolls on the 31st March 1904.	1903.					1904.						Merit Marks.	
		Number of candidates.	Number passed in the			Total.	Number of students in the Entrance class on the 31st December 1903.	Number of candidates.	Number passed in the			Total.	1903.	1904.
			First Division.	Second Division.	Third Division.				First Division.	Second Division.	Third Division.			
1. Dacca Collegiate School ...	451	43	8	13	8	29	57	52	7	13	16	36	35·8	39·8
2. Hindu School	448	48	8	5	20	33	88	81	12	15	18	45	37·1	43·0
3. Patna Collegiate School ...	184	19	1	7	7	15	40	19	...	1	5	6	10·0	1·0
4. Hare School	233	50	8	8	8	24	51	28	4	6	6	16	17·3	9·4
5. Hooghly Collegiate School ...	164	15	6	2	4	12	23	24	5	5	7	17	20·8	20·9
6. Ravenshaw ,, ,, ...	366	32	1	12	5	18	51	41	5	1	6	12	18·0	5·4
7. Chittagong ,, ,, ...	259	20	1	4	3	8	46	30	1	5	9	15	4·6	7·1
8. Rajshahi ,, ,, ...	222	17	4	7	3	14	40	33	4	3	5	12	14·5	6·9
9. Krishnagar ,, ,, ...	166	19	6	3	4	13	22	11	2	5	4	11	15·1	10·0
10. Sanskrit ,, ,, ...	182	15	2	3	4	9	15	15	4	1	3	8	9·6	9·1
11. Anglo-Persian Department, Calcutta Madrasah	356	14	5	2	2	9	18	18	4	8	2	14	13·5	23·3
12. Bethune Collegiate School ...	155	4	...	1	...	1	10	5	...	1	3	4	3·0	2·0

The Dacca Collegiate school and the Hindu school showed increased numbers of passes and improved merit marks during the year under report.

13. *Junior Scholarships.*—One hundred and thirty-four junior scholarships were awarded on the results of the last Entrance Examination. Of these, no less than ten were awarded to Muhammadans. These do not include 20 special junior scholarships sanctioned for Muhammadans, three junior scholarships for females and two for aborigines, and the Laha endowed scholarship.

14. *Middle Scholarship Examination.*—During the year under report, 870 Middle English, 715 Middle vernacular and 38 schools other than middle schools, *i.e.*, altogether 1,623 schools, competed at the middle English or middle vernacular, or at both these examinations. The total number of competing schools increased by 54. Of the competing Middle English schools, 791 or 91 per cent., and of the competing Middle vernacular schools 610 or 85·3 per cent., were successful, against 89·3 per cent. and 84·5 per cent., respectively, of the previous year. The number of passed candidates from Middle English schools increased from 1,936 to 2,602 or by 34·4 per cent. The passes from Middle vernacular schools increased from 1,396 to 1,584 or by 13·5 per cent. The total passes at these examinations from all the different classes of schools increased from 3,413 to 4,293 or by 25·8 per cent. Besides the regular candidates appearing from schools, there were, during the year under report, 561 (against 376) private candidates for middle English certificates, of whom 376 (against 228) passed; whereas 416 private candidates appeared for middle vernacular certificates, of whom 156 (against 116) were successful. Of the 4,293 regular students who passed, 1,326 passed with middle English certificates and 2,967 by the middle vernacular standard. Of the passed private candidates, 372 passed by the middle English and 160 by the middle vernacular standard.

15. *Qualifications of teachers of High schools for Indian Boys and Girls.*—The number of High schools both for boys and girls increased by 2·2 per cent., and the number of teachers increased by 2·3 per cent. There were altogether 563

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High schools for Indian boys and girls conducted by 6,460 teachers, which gives an average of 11 teachers for a school. The staff of teachers of these High schools might be made much stronger in numbers and also very much better as regards their qualifications with great advantage to education. Comparing the statements of qualifications of teachers of High schools for the last two years, it is found that the number of M. A's. has declined by 9, and that of B. A's. by 16. Though the number of trained vernacular Masters increased from 422 to 444, teachers holding inferior qualifications still form nearly 27 per cent. of the total number of teachers. This is anything but satisfactory, and indicates that graduates at present prefer the bar, and even the other branches of the public service, to educational work, which they are apt to regard as a convenient stepping stone to more lucrative callings. The scheme for the re-organisation of the Educational Services, which is now before Government, and certain other changes about to be proposed, will, if sanctioned, make educational work more attractive.

Appendix Table 5.

16. *Abolition of public examinations.*—With a view to give effect, from the year 1904, to the Government orders abolishing Middle and Primary scholarship Examinations as public examinations, certain general rules were sanctioned by Government during the year under report for the award of middle scholarships. Under these rules Middle scholarships will be awarded according to districts as the result of private examinations restricted to one or possibly two candidates selected from each school, and will be open to pupils attending Middle schools and to the pupils of the 5th class of High schools, provided that such Middle and High schools are being taught on a vernacular basis according to the Code given in the Government of Bengal's Resolution No. 1 of 1901.

17. It is hoped that the local reporting officers will discuss the working of the new rules and the procedure adopted by them to carry out the orders of Government in the respective chapters of the next year's annual Reports.

CHAPTER VI.—PRIMARY EDUCATION.

PRIMARY EDUCATION.

THIS chapter deals with Primary schools—upper and lower—for Indian boys, Primary schools for European pupils and for Indian females being treated of in different chapters devoted to these subjects. In this chapter only the true Primary schools which stand alone are considered, that is the schools which are to be found usually in villages and are intended for the children of the poor. The lower classes of Middle schools in which the new scheme of vernacular education is being taught are virtually Primary schools where the teaching is much superior to that given in the ordinary village pathsala or Primary school. These classes would add to the number of Primary schools, if they were classed as separate schools, instead of being taken as departments or integral parts of the main schools to which they are attached. Also the same is true in the case of High English and collegiate schools; for, the secondary and primary departments of Secondary schools could be treated as separate institutions, the primary departments being taken as branch schools of the main institutions. Of the private institutions, those that teach a vernacular only or mainly are also Primary schools which impart instruction in backward rural areas to the poorer and agricultural classes under the traditional system. They are excluded from the list of organised Primary schools, as they have not adopted the departmental system. If all these were added, the number of Primary schools and pupils indicated in this chapter would be greatly increased, and perhaps a more favourable view of the state of primary education in Bengal might be taken than is now possible.

2. It was stated in the Report for 1902-1903, that the introduction of the new vernacular education scheme "has, to some extent, done away with the necessity for separate Primary schools for the children of the masses in places where there are Secondary schools (which have adopted the new system) and in which the fee rates are not prohibitive". This statement of fact, it is hoped, will not, in any way, mislead the officers connected with this department, or other persons interested in or engaged in educational work. The Department by this indication of policy in no way intends to discourage Primary schools in the localities where there are Middle or High schools. What is

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really wanted is for many more Primary schools to be established than exist at present, and not that the existence of a higher grade school should be made a reason for the suppression of a struggling Primary school in its neighbourhood. It is also not intended that the fees in the Primary departments of Middle and High schools should be fixed at so low a scale as to compete with the Lower Primary schools which educate the poorest class of the community and thus force such schools out of existence.

Formerly there was a broad distinction between the course of studies in Primary schools and that pursued in the primary departments of Secondary schools. Primary schools were intended chiefly for "the instruction of the masses through the vernacular in such subjects as will best fit them in their position in life", but the primary departments of Secondary (especially High) schools, where the instruction was formerly given almost solely through the medium of English, and where the vernacular of the country was formerly almost persistently neglected, were not in general intended for the education of, or benefit of, "the masses." Though by the introduction of the new scheme, which aims at uniformity and modernises the standard of instruction both in Primary schools and in the primary departments of Secondary schools, this distinction has been removed to an appreciable extent, yet separate Primary schools should be allowed to work in the localities containing Middle or other Secondary schools, as they are in various ways more readily adaptable to the convenience and interests of the *bonâ fide* poorer classes of people.

3. Primary schools are of two classes—Upper and Lower. Upper Primary schools teach in the upper classes the Upper Primary standard which comprises the elements of History, Geography, Practical Geometry, Mensuration and the Science of every day life, in addition to a short course of vernacular Literature, and thus approach the Middle standard taught in secondary schools, while in their lower classes the lower primary standard and the standards for infant classes are also taught.

4. *Steps taken to improve Primary schools in efficiency.*—With a view to improve primary education, teachers of Primary schools (but at present only a very small proportion of them) are called upon to attend subdivisional Guru-training schools to receive training for a period of two years in the art of teaching and school-method, for which purpose practising classes teaching the upper primary standards are attached to these schools. Sub-Inspectors of Schools and also Guru Instructors are required to attend first-grade training schools to receive instruction in the new system, so that they may be able to teach the Gurus (yet untrained) how to reorganise their schools in accordance with the new method. The areas of Sub-Inspectors' jurisdictions have been reduced in some cases by the appointment of additional Sub-Inspectors to secure more efficient inspection of Primary schools and instruction of their gurus. Conferences were held by inspecting officers with a view to explain to the teachers of Primary schools the advantages of the new system. The minimum number of annual visits to schools paid by Sub-Inspectors has been reduced, and the minimum number of days on tour has been raised in order to utilise their services for the instruction of the Gurus rather than in merely inspecting their schools. These steps, combined with the new system of payment of the gurus (by a monthly or quarterly subsistence allowance supplemented by remuneration paid at the close of the year), are expected to produce a considerable improvement in the conditions of education in Primary schools in all the Divisions of Bengal.

5. *General statistics of Primary schools.*—During the year under report, the number of Primary schools for Indian boys increased from 47,416 to 49,093 or by 3·5 per cent., and the attendance in them from 1,286,413 to 1,391,997 or by 8·2 per cent.

6. *Management and attendance of Primary Schools for Indian boys.*—Of the 49,093 Primary schools (Upper and Lower) returned on the 31st March last, 140 were under public management, viz., 122 were managed by Government and 18 by District or Municipal Boards; 39,955 schools were aided, and the rest, viz., 8,998 were unaided schools, including 304 schools in Native States which received no aid from Provincial revenues or from District or Municipal funds.

7. *Upper Primary Schools.*—Under the head of schools managed by Government, Upper Primary schools show a considerable increase—from 16 to 119—

owing to the fact that the practising departments of the subdivisional Guru-training schools have been shown under this head. Aided Upper Primary schools increased from 4,435 to 4,624 or by 4·1 per cent. and the attendance in them increased from 190,885 to 206,613 or by 8·2 per cent. Unaided Upper Primary schools increased from 86 with 3,557 pupils to 92 schools with 3,836 pupils. Of the unaided schools, four with 127 pupils were maintained by Native States.

8. *Lower Primary Schools.*—Lower Primary schools for Indian pupils increased from 42,870 to 44,248 or by 3·2 per cent., and the number of pupils attending them rose from 1,091,162 to 1,176,388 or by 7·8 per cent. Of these schools, three were managed by Government, eight by District and Municipal Boards, 35,331 were aided schools and 8,906 were unaided schools. The number of schools under public management was nearly the same. Aided schools increased by 5·4 per cent. The number of unaided schools is still very large. They have not been taken upon the list of aided schools, either on account of the insufficiency of funds or because of their inefficient condition.

9. *Statistics of Pupils in Primary Stages.*—The number of boys in the Upper Primary stage increased from 89,763 to 96,252 or by 7·2 per cent. The number of girls in that stage also rose from 1,011 to 1,262. The number of boys and girls in the higher section of the Lower Primary stage decreased from 997,178, to 988,916 or by nearly one per cent. The number of boys and girls who were returned as not reading printed books increased considerably from 414,011 to 545,335, or by 31·7 per cent. against an increase of 24·9 per cent. in the year 1902-1903. This steady increase in the infant stages, year by year, indicates a large number of new admissions into organised schools for general education.

10. *Expenditure on Primary Schools for Indian boys.*—The total expenditure from all sources on both classes of schools amounted to Rs. 35,18,957, viz., Rs. 7,18,613 on Upper Primary schools and Rs. 28,00,344 on Lower Primary schools.

11. *Expenditure on Upper Primary Schools.*—Of the total expenditure of Rs. 7,18,613, Rs. 51,071 against Rs. 44,622 was derived from Provincial revenues, Rs. 2,24,211 against Rs. 2,28,156 from District funds, and Rs. 17,744 against Rs. 16,318 from Municipal funds, Rs. 3,35,960 against Rs. 3,12,404 from fees and Rs. 89,627 (including Rs. 6,645 paid from Native States revenues) against Rs. 84,693 from other sources. Increased expenditure is shown under all the heads except District funds. It is satisfactory to notice that Municipalities increased their contributions by 8·7 per cent., and that the income from fees also increased by 7·5 per cent., though the annual average emolument in each Upper Primary school fell from Rs. 151 to Rs. 148, or Rs. 12·3 per month, of which Rs. 5 only was paid from public funds.

Appendix Table 9.

12. *Expenditure on Lower Primary Schools for Indian boys.*—The expenditure from Provincial revenues decreased from Rs. 1,13,561 to Rs. 1,06,657 or by 6 per cent., the District fund expenditure also decreased from Rs. 6,98,719 to Rs. 6,73,428 or by 3·6 per cent. The Municipal fund expenditure increased by Rs. 3,939. Fee receipts also increased from Rs. 15,35,372 to Rs. 16,26,161, while the amount of expenditure under the head "Other sources" fell from Rs. 3,70,996 to Rs. 3,47,037, of which Rs. 9,998 was contributed from Native States revenues. The average annual income of a Guru from all sources fell from Rs. 64·4 in 1902-1903 to Rs. 63·3 in the year under review. The average income of a Gurus of a Lower Primary school from all public funds decreased from Rs. 20 in 1902-1903 to Rs. 18·7 in the year under report. The average income of the Gurus in both classes of primary schools, Upper and Lower, will be found to decrease as the number of schools increases gradually, in consequence of the extension of the primary system to backward localities, unless of course, larger and larger contributions are made from public funds towards primary education, or unless the people of the agricultural classes of the country are found willing and able to pay more for the education of their children.

Appendix Table 10.

13. *The total expenditure from public funds on Primary Education, including indirect charges.*—The figures discussed above represent only the amount of direct expenditure that was incurred during the year under report on Primary

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Schools for Indian boys. They do not include the direct expenditure on upper and lower Primary Schools for Indian females, which amounted to Rs. 65,183 from Provincial Revenues, Rs. 79,533 from District Funds, and Rs. 10,486 from Municipal Funds. The charges for salaries and travelling allowances of Assistant Sub-Inspectors and Guru Instructors, and also 80 per cent. of the inspection charges incurred by Sub-Inspectors, all of whom work mainly for the promotion of Primary Education, are also excluded. Nor does the direct expenditure shown above, include charges for abolished schools and for Lower Primary Scholarships and other miscellaneous items incurred in connexion with primary education. In order to obtain the aggregate cost of Primary Education, it is fair to include both direct and indirect expenditure on primary education proper, as also the proportionate amount spent on the Primary Departments of secondary schools. Under this calculation, it will appear from the appendix (tables 6 and 7 combined) that the total amount of expenditure (both direct and indirect) incurred from all public funds for the furtherance of the cause of primary education in the year 1903-04, was Rs. 20,69,859, viz., Rs. 4,29,770 from Provincial Revenues, Rs. 15,41,990 from District Funds, and Rs. 98,099 from Municipal Funds. In the previous year, the total amount of expenditure on this account incurred from all public funds was Rs. 19,73,518, of which Rs. 3,89,621 was paid from Provincial Revenues, Rs. 14,96,433 from District Funds, and Rs. 87,464 from Municipal Funds.

14. It is worth noticing here that Primary Schools paid from Provincial Revenues are generally those that are situated in urban areas, including Cantonments, or in non-scheduled districts. There are some Primary Schools in Board areas, such as Primary Schools under Missionary management receiving aid from the Grant-in-aid Fund. There are also circle schools and schools in Government Estates (khas mahals) which are in receipt of aid from Provincial Revenues.

15. *Primary Scholarship Examinations.*—The two sets of examinations, viz., one for Upper Primary and one for Lower Primary Scholarships were held under the rules in force. During the year under report, the Upper Primary Scholarship Examination was conducted, and the award of scholarships on its results was made, as usual, by the Divisional Inspectors of Schools. The District Boards conducted the Lower Primary Scholarship Examination and awarded Lower Primary Scholarships, in consultation with the Deputy Inspectors of Schools. Each Divisional Inspector of schools, however, prepared, as usual, question papers for the Lower Primary Scholarship Examination for his own Division.

16. *Upper Primary Scholarship Examination*—During the year under report 4,508 schools for Indian boys competed at this examination against 4,603 schools in the previous year. Of these, 3,626 schools against 3,431 were successful. The number of candidates sent up from these schools was 13,805, including 331 private candidates, of whom 8,638 were successful. The number passed in the previous year was 7,177. It is worth noticing that of the successful male candidates (both regular and private) 1,785 against 1,583 were Muhammadans. This large increase in the number of successful Muhammadan candidates is very satisfactory. It is encouraging also to find that six Muhammadan girls passed this examination as regular candidates from schools.

17. *Lower Primary Scholarship Examination.*—Altogether 22,404 schools for boys, against 19,380 schools of the previous year, competed at this examination. Of these, 17,851 schools against 15,196 in the previous year were successful. The number of male candidates (including 409 private students) was 73,605, of whom 46,096, viz., 45,808 regular and 288 private candidates, were successful. The number who had passed in the previous year was 40,753. The number of Muhammadan boys successful at this examination increased considerably from 10,366 to 12,413, and in addition, 84 Muhammadan girls passed this examination as regular candidates from schools.

18. The results of both these examinations appear to be highly satisfactory. The number of competing and successful schools, as also of the competing and successful candidates, show considerable increase under both these heads.

19. In order to carry out the Government orders requiring the abolition of the Primary Scholarship Examinations as public examinations, and to award primary scholarships (both Upper and Lower) on a limited system of selection, new rules were sanctioned by Government during the year under report by

which the Lower Primary Scholarships will be distributed according to *thanas*, and will be open only to pupils attending lower primary schools, provided that such schools adopt the course prescribed in Bengal Government Resolution No. 1, dated 1st January 1901.

Under these rules also the Upper Primary Scholarships will be distributed according to subdivisions, and will be open to pupils attending (1) upper primary schools, (2) the third class of Middle schools, and (3) the seventh class, section A, of High schools, provided that such schools are also being taught under the Code given in Government of Bengal's Resolution No. 1 of 1901.

20. *The new system of payments to primary schools.*—The system of paying a small monthly or quarterly subsistence allowance to gurus, supplemented by a further allowance determined at the end of the year, and depending upon the number of students on the rolls, the instruction given, the efficiency of the schools and the nature of the school house, has been introduced and worked in all the districts of the province.

21. To regulate payments under the new system, it is necessary that Sub-Inspectors of Schools should examine *in situ* all the primary schools under their supervision, for nothing but examination *in situ* will form an efficient check on the work of gurus under them. In order to attain this object, the department has revised, during the year under report, the diary form used by Sub-Inspectors. In some Districts, the Chairmen of District Boards have reduced the minimum number of visits to be paid, but have raised the minimum number of days to be spent on tour by the Sub-Inspectors of Schools. In districts in which the number of Lower Primary schools for boys is very large, Deputy Inspectors of Schools have been authorised to hold central gatherings of such Lower Primary schools for boys as are situated within a short distance from the centre, in order to test the work of the Sub-Inspectors in connection with the new system of payment. Instructions have, however, been issued from the department that Deputy Inspectors should, as far as practicable, visit all Lower Primary schools for boys *in situ* to ascertain whether payments to gurus are being fairly made by Sub-Inspectors.

To carry out the new system, the number of Sub-Inspectors has been partially increased, and a proposal for a further large increase in their number is under the consideration of Government.

22. *Continuation Schools.*—In Bengal, these schools are commonly known as Night Schools, and are attended by labourers or their children after the end of the day's work. They generally teach up to the primary stage. The reports of the Rajshahi, Dacca and Patna Divisions show that some pupils belonging to these schools passed the last Lower Primary Scholarship Examination. It is in the Presidency Division only, that "Continuation Schools", in the true sense of the term, are now being established and fostered, and that attempts have been made to raise some of these schools (12 in number) to a more advanced standard. In this Division, as an experimental trial of what can be made of Continuation Schools in Bengal a special yearly provision of Rs. 10,800 has been made in the Budget. The Inspector of Schools of this Division reports that the course of study prescribed for these schools was above the primary standard, and included such subjects as book-keeping, correspondence, mathematics for practical use, etc. He also reports that the qualifications of the teachers of these schools are far superior to those of the teachers of ordinary Night Schools. The number of these schools in this Division, however, declined from 187 to 183, and their attendance showed a slight decrease. Two schools in an advanced stage have been returned from the town of Calcutta, one of which was attended by pupils who were all Muhammadans, and was conducted by a Muhammadan teacher.

The total number of Night schools returned from all the Divisions increased from 1,274 to 1,446, and their attendance from 23,741 to 28,230. The increase of schools and of pupils took place in the Divisions of Burdwan, Rajshahi, Dacca, Chittagong, Patna and Bhagalpur; while other Divisions showed a decrease.

23. *School Post-Offices.*—These offices increased from 831 to 881 during the year under report. Since this system is an advantage both to the Postal and to the Education Department, it may be expected that the supervising officers attached to both departments will co-operate towards extending it as much as possible.

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It is stated in the Annual Report for the Orissa Tributary Mahals that it is not safe in the interest of the school to entrust this additional duty to the Head Master of a school, as there is no supervising authority to see that the work of the school does not suffer from such an arrangement. There need however be no such apprehension in the case of aided schools which have Managing Committees to supervise the work of the teachers. It should, therefore, be ruled that in schools under public management in the interior, which have, properly speaking, no local Committees of Management, if possible the lower teachers (and not the head teachers) should be entrusted with postal duties.

CHAPTER VII.—TRAINING SCHOOLS.

TRAINING SCHOOLS.

THE following table compares the number of training schools (*a*) for Masters, and (*b*) for Mistresses, according to management, and the number of pupils attending them for the past two years:—

Class of Schools.	1902-1903.										1903-1904.										Percentage of increase (+) decrease (−)	
	Government.		District and Municipal Fund.		Aided.		Unaided.		Total.		Government.		District and Municipal Fund.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Training Schools for Masters.	23	416	...	...	25	406	3	91	51	913	125	1,278	...	...	7	267	5	34	137	1,579	+168·6	+72
Training Schools for Mistresses.	...	...	...	...	9	543	1	15	10	558	1	8	...	...	15	614	2	33	18	655	+80	+17
Total ...	23	416	...	...	34	949	4	106	61	1,471	126	1,286	...	...	22	881	7	67	155	2,234	+154·1	+51

2. The great rise from 61 to 155 in the number of these schools and in their attendance from 1,471 to 2,234 was due chiefly to the establishment of a large number of Guru-training schools during the year under review. Several new training classes for females were also returned. The Guru-training schools are maintained and the female training classes are aided from the ten lakhs grant sanctioned by the Government of India for Educational reforms in Bengal. The decrease in the number of aided institutions of this class is due to change of classification; the Guru-training schools which had been shown as aided schools in 1902-03, were shown as Government institutions in the past year.

3. The attendance in the training schools in the last two years and the expenditure in them in the past year are shown in the following table:—

Class of Schools.	Number of Schools.		Number of Pupils.		Expenditure, 1903-1904.					Total.
					From Public Funds.			From Private Funds.		
	1902-03.	1903-04.	1902-03.	1903-04.	Provincial Revenues.	District funds.	Municipal funds.	Fees and fines.	Other sources.	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Institutions for Masters—										
Government ...	23	125	416	1,278	92,849	548	18	3,936	137	97,488
Aided	25	7	406	267	4,820	.....	.....	.....	9,728	14,548
Unaided	3	5	91	34	.....	.....	.....	.....	1,944	1,944
Total ...	51	137	913	1,579	97,669	548	18	3,936	11,809	1,13,980
Training Schools for Mistresses—										
Government ...	...	1	...	8	3,442	.....	.....	.....	.....	3,442
Aided	9	15	543	614	20,448	.....	.....	6,179	31,036	57,663
Unaided	1	2	15	33	.....	.....	.....	.....	460	460
Total ...	10	18	558	655	23,890	.....	.....	6,179	31,496	61,565
Grand Total ...	61	155	1,471	2,234	1,21,559	548	18	10,115	43,305	1,75,545
Total Expenditure for 1902-03.... ...	...	...	...	...	92,488	455	.....	3,880	43,924	1,40,747

4. *Training Schools for Masters.*—These are classified into three grades, viz., (1) first grade schools which prepare, with a two years' course, first grade vernacular masters who are employed as head pandits of Middle or second pandits of High schools; (2) second grade schools which train assistant pandits of middle schools and head pandits of upper primary schools; (3)

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Sub-divisional Guru-training schools which train teachers of lower primary schools in the art of teaching. Candidates for admission into a first grade school must, as a rule, have passed the Middle Scholarship or some higher examination. Special examinations are also held by the masters of the Patna, Cuttack and Ranchi Training Schools for the admission of pupils. Courses of studies are prescribed for the first grade schools in Bengal Proper, and rather different courses for those at Patna, Cuttack and Ranchi.

5. *Expenditure in Training Schools.*—The total expenditure in Government Training Schools rose from Rs. 78,662 to Rs. 97,488, and that from the Provincial Revenues from Rs. 78,113 to Rs. 92,849. The District Fund expenditure also increased very slightly from Rs. 455 to Rs. 548. In aided training schools the total expenditure rose from Rs. 13,274 to Rs. 14,548, and the Government contribution from Rs. 3,936 to Rs. 4,820. The five unaided training schools cost Rs. 1,944, against Rs. 300 for three schools in the previous year. Expenditure from fees and fines in the Government training schools rose from Rs. 64 to Rs. 3,936, while that from the other private sources also rose from Rs. 30 to Rs. 137. The very large increase in the amount of expenditure from fees was due to the fact that three-fourths of the fee-income in the upper primary schools attached to the Subdivisional Guru-training schools were shown as having been spent in the Guru-training schools. As a matter of fact these fees form part of the salaries of the head gurus in charge of the Guru-training schools.

6. *Examinations in Training Schools for Masters.*—The detailed results of the examinations of the first grade training schools are shown in Appendix Table 11. All the eight Government and the aided C. M. S. first grade training schools sent up candidates for the Vernacular Mastership Examinations. The total number of candidates from the six schools in Bengal Proper was 357, of whom 199 passed. For the first grade certificate there were 95 candidates and for the second grade 262, and 62 of the former and 137 of the latter were successful. In the previous year 238 candidates in all appeared from these six schools and 144 only secured the Mastership Certificate, so that both the number of candidates and of those that passed rose in the year under review. The percentage of success however fell off, being only 56 against 60·5. The three training schools at Patna, Cuttack and Ranchi together sent up 114 candidates against 83 in the previous year. The number of passes secured was 63. The percentage of success was lower in these schools also, being only 55·2 against 67·8 in the previous year.

The total number of private candidates for the first and the second grade certificates was 24, of whom 8 were successful, 4 in the first, and 4 in the 2nd grade.

7. In the year under review, the Deputy and Sub-Inspectors of Schools of the various districts and Sub-divisions of the province were deputed to the several first grade training schools for training in the new scheme of vernacular education. The course of training extended to about six weeks for each officer. The work done in this direction has been satisfactory.

8. In addition to the first grade training schools there are a few training schools which have been established for some time and which train pupils up to a lower standard. The Motihari Training School passed one boy at the Middle and four in the Upper Primary Examination. The Benagoria and Taljhari Training schools in the Bhagalpur Division passed 13 and 12 masters in a private examination held by the Missionaries. The Balasore School, which has recently been converted into a Guru-training school of higher rank than the Sub-Divisional Guru-training schools, passed two candidates at the Upper Primary Teachership Examination.

9. *English Teachership Examination*—Was held in the Calcutta centre only. There were altogether four private candidates (3 for the first, and one for the second, grade certificate), all of whom were successful.

10. *Training College at Kurseong*—Was abolished during the year under report. Some detailed account of this institution, as well as of a new training school started in its place in connection with the Dow Hill Girls' School has been given in Chapter X—European Education. No separate notice regarding them is called for in this chapter.

11. *Aided Training Schools for Mistresses.*—The number of these institutions rose from 9 to 15. The six additional schools were the following: (1) The class

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in connection with the Bethune College in Calcutta; (2) a school under the Free Church Mission named the Free Church Training School; (3) the school for training Hindu females as teachers started at Santipur in the Nadia District; (4) the class started in connection with the Bankipur Female High English School; (5) the school started in connection with the Cuttack Female Orphanage, and (6) A Hindu female training school in the Palamau District. The attendance rose from 543 to 614.

12. *Unaided Training Schools for Mistresses.*—There was a gain of one school of this class with an increase of 18 pupils. Both these schools are in the Bhagalpur Division. One is under Missionary management at Benagoria, and the other was started in the past year under an Indian lady.

13. *Expenditure in Training Schools for Mistresses.*—The total expenditure on aided training schools for Mistresses increased from Rs. 48,241 to Rs. 57,663. Government paid Rs. 20,448 against Rs. 10,439 in the previous year. This large increase of Government expenditure was due chiefly to the fact that the Calcutta classes drew the full amount of their grant last year, having in the previous year drawn only a portion of it, and also to the fact that six new aided schools were started. The expenditure from "Other sources" decreased from Rs. 33,986 to Rs. 31,496.

The total expenditure in the unaided schools was, as in the year before, met entirely from subscriptions, and amounted to Rs. 460 against Rs. 270 in the previous year.

14. *Examinations in Training Schools for Mistresses.*—The Junior and Senior Teachership Examinations were held in December 1903. Thirty-three of the candidates passed, 22 obtaining the Junior Teachership and 11 the Senior Teachership Certificate.

CHAPTER VIII.—TECHNICAL EDUCATION.

TECHNICAL EDUCATION.

THIS chapter deals with (1) Engineering and Surveying Schools, (2) Art Schools, (3) Industrial and Technical Schools, Reformatory Schools and other schools of miscellaneous character. All these institutions are classified in the General Tables as colleges for professional training or schools for special instruction.

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2. *Civil Engineering College, Sibpur.*—The utility of the College has hitherto been largely discounted by its location in an unhealthy district. As it is believed that far more satisfactory work would be possible under more suitable climatic conditions, the question of the removal of this College to a more healthy site has been under serious discussion during the year.

3. *Engineer Department.*—The roll number on the 31st March 1904 increased from 95 to 97, the number of Hindu and Brahmo pupils having increased by one each. The number of European and Eurasians remained stationary, viz., 5 in both years.

4. *B. E. and L. E. Examinations.*—Altogether 26 candidates (including 11 *ex*-students) appeared at the B. E. Examination, of whom 12 passed (including 5 *ex*-students). There was no candidate for the L. E. Examination during the year.

5. *F. E. Examination.*—There were 23 candidates (including 11 *ex*-students), of whom 14 passed, all in the second division. In the preceding year the number of candidates at this examination was 41, of whom 24 passed.

6. *Admission.*—Of 98 applicants for admission only 41 joined, of whom 8 had passed the B. A. Examination in the B. Course and 33 the F. A. Examination, 2 in the first division, 15 in the second division and 16 in the third division.

7. *Practical Examination.*—The first practical examination, conducted by the Public Works Department at the end of the one year's practical training under that department, was held in November 1903 at Purulia. At thisexamination, six graduates from the Engineer Department, four foremen mechanic and upper subordinates from the Apprentice Department, and one Overseer from the Bihar School of Engineering, appeared. The guaranteed appointment of Assistant Engineer was awarded to Manindra Nath Deb on the result of this examination, and the second place was secured by the candidate from Bihar.

A student who joined the College for his practical training in the Electrical Department appeared but failed at the University Examination for

Honours in Electrical Engineering, which was held for the first time during the year. The student, however, has accepted a post under Messrs. Martin & Co.

Of the 12 students who passed the B. E. Examination during the year, six have been selected for practical training under the Public Works Department, two will have their training under the East Indian Railway and one on each of the Eastern Bengal State and Bengal-Nagpur Railways, and two under the Sanitary Engineer.

During the year under report, the Chief Engineer consented to regard the practical training of students under the Sanitary Engineer as being equivalent to that given by the Public Works Department authorities. He has also promised to grant Assistant Engineers' certificates to those who complete a satisfactory course of training under a selected Railway or in the workshops of the Civil Engineering College.

8. *Apprentice Department.*—During the year under report, the number on the rolls increased from 183 to 222, the number of Hindus increasing from 151 to 180, Europeans and Eurasians from 28 to 36, while two Native Christians were admitted, and the numbers of Muhammadans and Parsees remained unchanged, viz., 3 and 1, respectively. At the Overseer Examination 32 candidates appeared, of whom 27 were successful; while at the Sub-Overseer Examination, out of 60 candidates, 51 were successful. At the Sub-Overseer Examination, the technical schools at Burdwan, Rangpur, Midnapore, Comilla, Barisal and Pabna sent up 42 candidates, of whom 21 passed. All the B class students from zilla schools who joined the 2nd-year class at the previous year's examination were successful.

Of 80 applicants for admission to the Apprentice Department, 49 were taken into the 1st-year class. Of these, 15 were Europeans and Eurasians and 34 were natives, of whom 33 had passed the Entrance and one the F. A. Examination.

Regarding the new admissions to the Apprentice Department, the Principal of the Civil Engineering College, in order to secure a more adequate preliminary training, recommended that admission should be confined, as far as possible, to candidates from B classes and technical schools and adds that—

> "As the B classes at the zilla schools develop, and as increasing numbers pass the B. class final examination, it will be impossible to continue the admission of all candidates who pass this examination to the Civil Engineering College, and it will be necessary to direct them, in increasing numbers, to the schools of Engineering at Bankipore and Dacca or to the Technical schools."

9. *The B. classes of zilla schools.*—The second final examination was held in February 1904, at the same time as the examination of the Apprentice Department. It was found impossible to set the same papers for both examinations, owing to slight differences in standard and to differences in text books; separate question papers were therefore set; 72 candidates appeared; 39 passed, of whom 26 have joined the 2nd-year class of the Apprentice Department. It is an encouraging fact that all who joined the 2nd-year class from this source at the previous years' examination passed the Sub-Overseer Examination.

10. At the beginning of the year, the Government of Bengal appointed a committee to consider the question of preparing a scheme and submitting proposals for training qualified managers and assistants for the large number of mines in India. The officers forming a sub-committee submitted proposals for opening a mining side in connection with the Apprentice Department of the College.

11. The artizan class was attended by 42 students on the 31st March 1904.

12. The Higher Agricultural Department, which has been shown in the returns as a separate institution, was attended by 25 pupils, 11 in the first and 14 in the second year. Six second-year students appeared at the final examination and four passed, of whom three have received appointments in the Subordinate Executive Service. The first-year students attended the prescribed course of 48 lectures at the Bengal Veterinary College at Belgachia during the month of April. During the year under review, Government decided on the removal of the Agricultural classes from Sibpur to the proposed Imperial Agricultural Institution which is to be started at Pusa. It is believed that, with a few exceptions, the Higher Agricultural Class at Sibpur was filled solely on account of the inducements held out by the guaranteed appointments offered in the Subordinate Executive Service. The bulk of the students who were attracted

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by these had, it is stated, no real interest in Agricultural studies, but regarded them merely as a means to the desired end.

13. *Accountantship Examination.*—This examination was held in July 1903. The number of candidates who appeared at this examination was 137, of whom only 8, or 5·8 per cent., were successful. The percentage of passes in the previous year was 12·2, sixteen having been successful out of 131 candidates who actually presented themselves at this examination.

14. *Sanitation.*—There was a marked improvement in the health of the inmates of the College during the year under report. The number of students who suffered from malarial fever decreased considerably from 1,355 to 554. This is, however, partly attributed to the fact that fevers were less prevalent throughout Bengal than in the preceding year, and partly to the dewatering of the long and tortuous creek passing through the College grounds, and to some other sanitary improvements effected during the year.

15. *Discipline.*—No serious breaches of discipline occurred in the College during the year.

16. *The College Athletic Club.*—The amount of subscriptions raised from students is not sufficient to pay its way. Government therefore made a special grant of Rs. 500 during the year.

17. *Work-shops.*—The value of the work completed in the College work-shops during the year amounted to about Rs. 10,000 in the fitter's shop, Rs. 4,000 in the iron and brass founders' shop, and Rs. 2,000 in the carpenter's shop.

The 4th-year Engineer students visited: (1) Messrs. Burn & Co.'s Pottery works at Ranigunge, (2) Bengal Iron Works at Barakar, (3) Head works of the Sone Canals at Dehri, and (4) Locomotive workshops of the East Indian Railway at Jamalpur. They also spent five days in Geological Field work in the neighbourhood of Asansol. The 2nd-year Engineer students visited Mr. Bull's brickfield at Bally.

18. *Electrical Department.*—Fourteen students were under training against 13 in the previous year.

There has been very great activity in this department this year.

In addition to the extensions of the 110 Volt. direct current Electric Lighting Installation to the new Native students' barracks and the hospital which have been completed by the students, work has been busily going on upon the introduction of Electrical Power into the College Workshops.

His Honour Sir Andrew Fraser visited the Sibpur College on the 14th March last for the purposes of starting the new system of working the shops by electricity.

19. *Hostels.*—The number of inmates in the college hostels on the 31st March last was 334, of whom 289 were Hindus and 45 were Christians. The total expenditure on the Hindu mess was Rs. 18,120-11-0, the receipts amounting to Rs. 18,132-14-6. For the Christian students' mess, the expenditure amounted to Rs. 9,061-8-4, while the receipts amounted to Rs. 9,069-13-0.

20. *Expenditure on the College.*—The expenditure on the Engineer, Apprentice and Artizan Departments amounted to Rs. 1,51,575, of which Rs. 1,28,523 was met from Provincial Revenues and Rs. 23,052 from fees. The total expenditure on the Higher Agricultural Department amounted to Rs. 7,915, of which Rs. 7,432 was met from Provincial Revenues and Rs. 483 was derived from fees. In the previous year, the expenditure in the three departments of the college was Rs. 1,26,645 from Provincial Revenues and Rs. 23,979 from fees, while in the Agricultural classes the expenditure from Provincial Revenues amounted to Rs. 8,581 and Rs. 480 was met from fees.

21. *Buildings.*—A new infectious ward with two rooms, verandah and bath-room was constructed during the year under report. Both the dispensary and Hospital buildings were lately fitted up with electric light and the Hospital was supplied with filtered water. These are undoubtedly additional comforts to the patients.

22. *Visits to Technical Schools.*—Inspection visits were paid by the Principal of the College during the year to the affiliated Technical schools and B Classes at Ranchi, Barisal, Comilla, Mymensingh and Rangpur, and to the Reformatory School at Hazaribagh. He has reported that the Technical Schools are all very badly equipped with tools, and that the students are not trained upon proper lines. Measures are being adopted to remedy these shortcomings.

23. *Bihar School of Engineering.*—The total roll number increased from 105, returned on the 31st March 1903, to 120 on the corresponding date of the year under report. The attendance in the Amin class declined from 38 to 34. Of the 120 students (including the 34 students in the Amin class) 47 were returned as Bihari Hindus, 39 as Bihari Muhammadans and 32 as Bengalis. Of the remaining two students, one was a Hindu from outside the Province of Bengal and one was shown under the head of Europeans and Eurasians.

24. *Admissions.*—The number of admissions in 1903 was 100, against the same number in the preceding year. Forty-six of these took their admission to the Overseer Department and 54 to the Amin class.

25. *Examinations.*—At the annual examination, 11 candidates appeared from the 4th-year class, of whom one passed in the first division, four in the second and two in the third. In the 2nd-year examination there were 28 candidates, of whom 23 were successful, viz., 9 in the first division, 13 in the second and 1 in the third. As the examinations for the first and third year classes are held for promotions from class to class, the passed students are not graded.

The Amin class Annual Examination was held in April 1903. The number of students who presented themselves at the examination was 32, of whom 9 passed in the first division, 5 in the second and 1 in the third division.

A new class was formed in July 1903. At a test examination which was held in November 1903 (just before the commencement of field-work), 39 candidates appeared, of whom 4 only failed to obtain the pass mark, viz., 25 per cent., and were debarred from attending the field-work and the Annual Examination.

26. *Buildings.*—The construction of a bungalow for the Workshop Superintendent was completed during the year. The work in connection with the hostel has been commenced.

27. *Practical Survey Work.*—Dehri-on-Sone was selected for this purpose, as it was difficult to find any other suitable place which was free from plague. The Headmaster and four Assistant teachers and some 84 students attended. The third and fourth year students surveyed the river Sone and the head-works of the Sone Canal.

28. *B. Classes.*—Five students of the Patna Collegiate School attended the 1st year and eight the 2nd year classes for instruction in Manual Training, Engineering and Drawing. At the Annual Examinations, 3 students of each class passed.

29. *Workshop.*—Work to the value of Rs. 3,948 was turned out during the year under report. No additions or alterations in the shops were made in the course of the year. Government has, however, sanctioned the employment of a founder and of a pattern-maker with a view to work a small foundry as soon as competent men for these posts are secured.

30. *Health.*—Plague raged in Bankipore almost throughout the year, consequently the attendance was poor. Two students were attacked by plague, but both recovered.

31. *Discipline*—Was good throughout the year. Physical exercise for half an hour daily has been made compulsory.

32. *Expenditure.*—The total expenditure amounted to Rs. 35,544, of which Rs. 32,154 (including Rs. 1,906 from the Prince of Wales' Fund) was derived from Provincial Revenues; Rs. 1,597 from fees, and Rs. 1,793 from sale-proceeds and other sources. In the preceding year the expenditure amounted to Rs. 27,388, of which Rs. 1,725 was met from fees, Rs. 24,522 from Provincial Revenues, and Rs. 1,141 from the workshop earnings.

33. *Dacca Survey School.*—The roll number decreased from 119, returned on the 31st March in 1903, to 117 on the same date of the year under report. Of these, 103 were Hindus, and 14 were Muhammadans.

34. *Examination.*—Thirty-two candidates appeared at the Sub-Overseer Examination, of whom 20 were successful. At the Survey Final Examination, 54 candidates appeared, but only 38 candidates passed and obtained Survey Final Certificates. Thirty-nine candidates presented themselves at the Aminship Examination, of whom 31 were successful. The survey of the Dacca Municipality taken up by the first and second year students in 1902-03 has been completed.

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35. *Expenditure.*—The total expenditure on the school during 1903-04 amounted to Rs. 19,433, against Rs. 18,951 in the previous year. The amount derived from Provincial Revenues was Rs. 15,283 against Rs. 14,583. The amount raised from fees was Rs. 3,343 against Rs. 3,041, while Rs. 807 against Rs. 1,327 was met from other sources. The total annual cost of educating each pupil in the school was Rs. 134-0-4.

36. *Cuttack Survey School.*—Returned 88 pupils on the 31st March 1904, showing 8 pupils less than in the previous year.

37. *Examination.*—Forty-three candidates appeared at the Final Examination of the 2nd year class, of whom 34 passed—2 in the first, 10 in the second and 22 in the third division. At the annual examination of the 1st year class, 44 out of 53 students passed and were promoted to the 2nd year class. The six best Uriya boys among them were awarded Government Scholarships of Rs. 5 each per month.

38. *Field-work.*—In November 1903, the Officiating Principal of the Sibpur Civil Engineering College inspected the students of 1st and 2nd year classes while they were engaged in practical field-work.

39. *Discipline.*—There was no serious breach of discipline and the studonts behaved well.

40. *Expenditure.*—The total expenditure on the school during 1903-04 amounted to Rs. 5,140, of which Rs. 3,990 was derived from Provincial Revenues and Rs. 1,150 from fees. The figures under the corresponding heads in the previous year were Rs. 5,106, Rs. 3,952 and Rs. 1,154.

41. *Angul Survey School.*—The number of students returned on the 31st March last was 24 against 21 in the previous year. The total expenditure on the school during the year under report amounted to Rs. 420, of which Rs. 403 was paid from Provincial Revenues and Rs. 17 from fees.

42. *The Survey Examination for Pleaders.*—This examination was held in the year under report in four centres, viz, (1) the Civil Engineering College at Sibpur, (2) the Bihar School of Engineering at Bankipore, (3) the Dacca Survey School, and (4) the Cuttack Survey School. The total number of candidates who presented themselves at this examination was 173, viz., 72 at Sibpur, 15 at Bankipore, 67 at Dacca, and 19 at Cuttack. Of these, 84 only were successful.

43. *Art and Industry.*—The number of Art schools returned during the year 1903-1904 was altogether 4 with 423 pupils, against the same number of schools with an attendance of 351 pupils, returned in the previous year. The one school returned under this head from the Presidency Division in the year 1902-1903, appears to have ceased to work, and all these 4 schools were returned from the town of Calcutta. The number of unaided Art schools in Calcutta increased from 2 to 3.

44. *Government School of Art.*—The attendance of this school shows an increase from 230 to 241. The total expenditure during the year under report was Rs. 45,690, of which Rs. 39,880 was met from Provincial revenues and Rs. 5,810 from fees. In the previous year the total expenditure on this school was Rs. 29,427, of which Rs. 25,099 was derived from Provincial revenues and Rs. 4,328 from fees. The decreased cost in the previous year and increased expenditure during the year under report are explained partly by the absence on furlough of Mr. Havell in the previous year, partly by promotions of the Vice-Principal and the staff, and partly by the expenditure, actually incurred during the year, of a large amount of grant for the purchase of works of Art, which was not spent in the previous year owing to the absence of Mr. Havell. Of the 241 students on the rolls of this school, the number that attended the course in Division I—Industrial Art side—was 224, including 35 students belonging to the Artizan class who were admitted on reduced fees, while the number of students who attended Division II—the Fine Art side—was 17. Some of these appeared in three or more subjects in the examination.

45. *Advanced Design class.*—The special grant of Rs. 500 sanctioned for experiments was utilised in testing the suitability of the lime and sand obtainable in Calcutta for use in fresco work, in place of materials brought from Jeypore, and also in proving the durability of the plaster, etc., of various colours used in exterior decoration exposed to sun and rain. The first set of experiments (the Superintendent reports) showed that, though the Jeypore lime

is necessary for the final coating in the best work, a great saving can be made by using Calcutta materials for the ground work.

Division II.—In this section the students continued the usual routine of practice in drawing and painting.

46. *The Art Gallery.*—The gallery was open to the public for 208 days, against 179 days in the previous year. The number of visitors was 15,620 against 13,700. Of the visitors, 2,490 were Europeans and Eurasians, 922 Muhammadans, and 12,208 were Hindus.

47. *Purchase of Works of Art.*—Rupees 3,735 were spent in the purchase of Works of Art and in frames and screens for exhibiting them. The most noticeable of the purchases were the following:—

I—A fine collection of brass and copper work from Western Tibet.

II—Paintings from the Mogul period, including three of the time of Sher Shah and one of Shahjehan.

48. *Technical Schools.*—(1) "Industrial Schools," (2) Commercial schools, (3) Agricultural schools and (4) other miscellaneous schools come under this head.

49. *Industrial Schools.*—The number of these schools increased during the year under report from 25 to 27, and their attendance from 701 to 806. Of these schools, one school with 52 students was maintained by Government, 6 with 300 students were managed by District Boards, 15 schools with 343 pupils were aided from public funds, while 5 schools with 111 pupils were on the unaided list.

50. *Government Industrial School.*—The school at Ranchi was under the direct management of Government. The number of students on the 31st March in the last two years was unchanged, viz., 52 in both the years. The students of the B. Class attached to the local zilla school also learn manual work in this school. The pupils were all aboriginal Christians. The industries taught in this school are carpenter's and blacksmith's work, tinman's work, cane-work, and carriage painting, in addition to a little reading, writing, elementary arithmetic, free-hand drawing and practical geometry. The total expenditure on this school during 1903-04 amounted to Rs. 3,186, against Rs. 3,168 in the previous year. Of this amount, Rs. 2,761 against Rs. 2,372 was met from Provincial Revenues and Rs. 425 from the interest on the assets of the Chutia Fair fund. The annual cost per pupil to public funds was Rs. 51-2-0 against Rs. 44-12-1 in the preceding year. Arrangements are being made to raise the status of this school, so as to enable it to teach up to the Sub-Overseer standard.

51. The six schools managed by District Boards are the following:—

(1) *Burdwan Technical School.*—It consists of two Departments: (1) the Apprentice Department teaching the standard for the Sub-Overseer Examination of the Sibpur Engineering College, and (2) the Artizan class teaching carpentry and smithy work. Three stipends of Rs. 6 each per month, tenable for two years, are awarded annually by the Burdwan Raj to three students of this class while under training. Six candidates were sent up from the Apprentice Department to the last Sub-Overseer Examination, of whom two were successful. The roll number of the school was 36. The total expenditure amounted to Rs. 2,835, of which Rs. 1,650 were contributed from District Funds and Rs. 240 from Municipal Funds, while Rs. 434 was raised from fees and Rs. 511 from other sources.

(2) *Rungpur Industrial School.*—The roll number on the 31st March last was 101, of whom 85 were Hindus, 15 Muhammadans and 1 Buddhist. The school had three Departments: (1) for apprentices, (2) for amins and (3) for artizans. It receives a grant of Rs. 100 a month from Provincial Revenues. The total expenditure on this school amounted to Rs. 5,503 against Rs. 5,754, and the annual cost to public funds of each pupil was Rs. 34-5-1 against Rs. 20-15-3 in the preceding year. At the last Sub-Overseer Examination, 6 candidates appeared, of whom 5 were successful. There were 4 candidates, of whom 2 passed at the final examination of the B. Class. At the Amin Examination, 26 candidates appeared, of whom 24 passed.

(3) *Pabna Technical School.*—This is maintained and managed by the District Board of Pabna with a contribution from Government. There were 91 pupils on its rolls, against 75 in the preceding year and 68 in 1901-02. The total expenditure rose from Rs. 5,147 to Rs. 5,958. Of this sum, Rs. 1,276 against Rs. 600 was contributed from Provincial Revenues, Rs. 568 against Rs. 1,258 from District Funds, Rs. 44 from Municipal Funds, Rs. 2,612 from fees, and Rs. 1,458 derived from other sources. The increase under Provincial Revenues and the decrease of District Fund expenditure have not been explained in the Divisional Report. The annual cost to Public Funds of each pupil fell from Rs. 22-10-6 to Rs. 18-5-3. Seven out of 13 candidates passed the Sub-Overseer Examination, and 2 of them headed the list of all successful students. Twelve out of 24 candidates passed the Amin Examination and 3 out of 4 candidates the final examination of the B. Class.

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(4) *The Diamond Jubilee Sericultural School at Boalia*:—It is now divided into two sections—Sericultural and Technical. There is a mulberry garden of about 25 bighas attached to it. The Technical Department employs professional weavers. The number of pupils on the rolls was 10, all stipend-holders, 2 receiving stipends from the district of Mymensingh, 6 from Rajshahi, 1 from the Malda District Board, and 1 from the Puthia Estate. The total expenditure amounted to Rs. 786, of which Rs. 257 was drawn from Provincial Revenues and Rs. 529 from District Funds. The total for the preceding year was Rs. 727, *viz.*, Rs. 228 paid from Provincial Revenues and Rs. 499 from District Funds.

(5) *Mymensingh Artizan School.*—This school was attended by 13 boys, against 12 in the preceding year. In addition to these, 5 boys in the B Class of the local Zilla School attended this school for instruction in manual work. The total direct expenditure on this institution was Rs. 2,391, of which Rs. 524 was paid out of the proceeds of the endowment of Rai Bahadur Jogendra Kisor Roy, Rs. 625 from the sale-proceeds of manufactured articles, and the rest, Rs. 1,242, from the District Funds. Instruction in the working of the fly-shuttle loom was discontinued during the year. The only subject of instruction now is carpentry. Two pupils of the 2nd year class passed the final examination and joined the Apprentice Department of the Sibpur Engineering College for instruction in blacksmith's work.

(6) *Elliott Artizan School at Comilla*—Had 49 pupils on its rolls against 15 of the preceding year. It consists of two Departments,—the Apprentice and the Artizan. The Apprentice Department had 36 pupils, including 14 students in the B Class attached to it. These boys were from the local Zilla and the Victoria Collegiate Schools. The Artizan Department had 13 pupils, namely, 4 in the Carpenter's class, 3 in the Blacksmith's class and 6 in the Tinsmith's class. The total expenditure on this school increased from Rs. 7,863 to Rs. 8,004, the increase being mainly due to the increased boarding charges. Of this, Rs. 4,498, including Rs. 920 contributed by Government for the Tinsmith's class and for a teacher to impart instruction in practical subjects, was spent by the District Board and Rs. 1,813 was paid from fees and Rs. 1,693 from other sources. Ten boys of the Apprentice Department appeared at the Sub-Overseer's examination, of whom 7 passed, against 5 in the preceding year. Of the successful condidates, 3 joined the Sibpur Engineering College and 3 the School of Engineering at Dacca. Five candidates appeared at the B Class Examination from the 2nd year class; 3 of them were successful, and joined the 2nd year Apprentice Class of the Sibpur Engineering College. In the Artizan Department, 1 boy from the Carpenter's class and another from the Blacksmith's class obtained certificates of proficiency.

52. *Aided Industrial Schools.*—The number of these schools decreased from 16 to 15 and their attendance from 346 to 343. Of the 15 schools, the Burdwan and the Presidency Divisions and the town of Calcutta returned one school each, the Orissa Division returned two schools, while the Chota Nagpur Division alone returned 10 schools under this head. A brief notice of the most important of these schools is given below:—

(1) *The Maisadal Raj Technical School at Midnapur.*—The roll number on the 31st March last was 18 against 11 on the same date in the preceding year. Of the 18 students, 10 belonged to the B Class and 8 to the Artizan Class. One boy appeared at, and passed, the Sub-Overseership Examination. Of the 4 boys competing at the last B Class examination none passed. The school is aided both from District Fund and Provincial Revenues. It is however not working satisfactorily.

(2) *The Kaorapukur School in the 24-Parganas*—Is under the London Missionary Society. It received a monthly grant at Rs. 30 from Government. The subjects taught in the school are carpentry and durri-weaving.

(3) *The Oxford Mission Industrial School in Calcutta*—Is under the management of the Oxford Mission. It had 47 pupils on its rolls on the 31st March against 43 in the preceding year. The majority of these pupils also attend the Bishop's Collegiate School for general education. The pupils are trained in carpenter's and vice-man's work. It received from Government Rs. 360 in 1903-04. The total expenditure on the school amounted to Rs. 13,750 against Rs. 4,068 in the preceding year. No explanation has been offered for this sudden rise in the expenditure.

(4) *The Santipur School in Balasore*—Is under missionary management. It had 24 pupils on its rolls against the same number in the preceding year. It received Rs. 230 from District Funds, and its total expenditure was Rs. 470. Weaving, with the aid of ordinary and fly-shuttle looms, forms its principal subject of instruction, although blacksmith's work, carpentry and pottery are also taught. It is doing valuable work among the poor aboriginals of the locality.

(5) *The Alalpur Industrial School, also in Balasore*,—Returned 20 pupils, against 22 in the previous year. It teaches carpentry and has done useful work. The total expenditure incurred on it was Rs. 720, of which Rs. 120 was paid from District Funds.

(6) *Baniadih in Hazaribagh.*—The number on the rolls was 33 against 40 in the preceding year. The total expenditure amounted to Rs. 2,032, of which Rs. 120 was paid from the district funds, while the East India Railway Company paid Rs. 1,912 against Rs. 1,380 in the year before. It teaches fitter's and tinsmith's work in addition to little reading, writing and arithmetic. The boys are also taught to work telephonic lines.

(7) *Ghatsila in the district of Singhbhum.*—The number on the rolls was 15 against 11 in 1902-03. The total expenditure decreased from Rs. 531 to Rs. 502. The expenditure

from Provincial Revenues fell off from Rs. 465 to Rs. 252, while the expenditure from private sources amounted to Rs. 250 against Rs. 66 in the preceding year. The zamindar of Dhalbhum contributed Rs. 10 a month and the free use of timber from the forest. The school teaches carpenter's work, and is reported to have improved under the management of its present Secretary. It received a special grant of Rs. 50 from the Provincial Revenues for the purchase of tools, and this amount was supplemented by Rs. 100 from local sources.

(8) *Chaibassa Mission Industrial School*—Is under the management of Rev. A. Logsdail of S. P. G. Mission at Chaibassa. The number on the rolls was 17 against 16 in the preceding year. The school received a monthly grant of Rs. 32, and expenditure from Provincial Revenues amounted to Rs. 384 against Rs. 192, and that from private sources amounted to Rs. 835 against Rs. 734, in the previous year. Wood-work, stone-carving and weaving are the subjects taught in the school. It also received a special furnishing grant of Rs. 700 from the Provincial Revenues.

53. The 7 schools of lesser importance in the Chota Nagpur Division are: (1) Bagda, (2) Bhandra and (3) Chitarpur in the district of Hazaribagh, (4) Baranda, (5) Bunda, and (6) Patrahatu in the Ranchi district, and (7) Jhalda in the district of Manbhum. These schools received but small aid either from the district fund or from the Departmental Primary grant. Blacksmith's work is taught in most of these schools.

54. The number of unaided Industrial schools was altogether five, viz., two returned from the Presidency Division and three from the Chota Nagpur Division.

55. The District Board of the 24-Parganas gives two Veterinary scholarships of Rs. 10 a month tenable at the Belgachia Government Veterinary College, while the District Board of Nadia has founded seven stipends of Rs. 5-8 each, tenable at the Hât Chapra Middle English School, on the condition that the recipients, after finishing their primary education at the school, shall be apprenticed at the Kanchrapara Workshops. The Slojd system continued to be worked at Hât Chapra in connection with the local Middle English School, the boys of which are all trained according to that method.

56. The pottery scholar of the Nadia District Board, referred to in the previous year's report, has finished his training in Drawing and Designing at Bombay and has returned to take up work under the District Board in accordance with the condition under which he was given his scholarship. The work in which he will be employed is under the consideration of the District Board.

In connection with the spread of Technical education in his District, the Chairman of the Nadia District Board writes:

"The Board's experiment in the pottery trade has not yet developed. The potter sent to Bombay has finished his course; he will now experiment here; if successful, the Board will consider whether to assist him in establishing a factory or a school" . . . . .
"It will, in fact, have to be a factory. But attached thereto it will be possible to create an evening class for potters where tuition will be given in designing and in the manufacture of coloured glazes and in other branch of trade for which it may be possible to find competent teachers."

57. The Nadia Board is also taking steps to find a brass worker sufficiently well educated to learn improved methods elsewhere.

58. *Commercial Schools.*—The town of Calcutta returned three such schools, all unaided, with 295 pupils on the 31st March last, against four schools with 262 pupils in the preceding year. The Annual Report for Calcutta has given no account of the subjects taught in these schools. Of these schools, the Union Business School was attended by 200 pupils, the Short-hand Institution by 65 students, while the Central School of Short-hand and Type-writing returned 30 students.

59. *Agricultural School.*—The only school under this head has been returned from the Burdwan Division. It was attended by 8 students only, of whom 7 were non-Brahman Hindus and one a Muhammadan. The total expenditure on this school amounted to Rs. 212, of which Rs. 148 was contributed from the district fund and Rs. 64 was derived from other sources.

60. The Agricultural class attached to the Civil Engineering College at Seebpore has been treated of, while dealing with the main institution.

61. *Reformatory Schools.*—A combined report on the two schools, one at Alipur and one at Hazaribagh, has been duly submitted to Government. The total number of inmates returned by the two schools on the 31st March last was 383. As ordered by Government, a regular watch is being kept by the inspecting officers of the department over juvenile offenders after their release from these

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schools. The appointment of a special Sub-Inspector for the town of Calcutta has been recently sanctioned by Government, chiefly with a view to assist in this matter. The school at Hazaribagh passed at the Lower Primary Scholarship Examination 8 candidates against 9 in the preceding year; while the Alipur school passed at this examination only 3 inmates during the year under review.

62. *Miscellaneous Schools.*—"Organised Tols" chiefly come under this head. They have been dealt with in Chapter IV in accordance with the practice adopted in the Quinquennial Review of Education in India for 1892-3 to 1896-7. Besides these, the Schools for the Blind at Calcutta, and Ranchi, the Deaf and Dumb School in Calcutta, and the two Grant-in-aid Music Schools in the district of Bankura in the Burdwan Division, and the Railway School for coolies at Buxar in the Patna Division deserve notice.

CHAPTER IX.—FEMALE EDUCATION.

FEMALE EDUCATION.

THIS chapter deals mainly with the education given during 1903-04 to female pupils attending Secondary and Primary schools for Indians. The progress of female pupils attending European Schools, Arts and Professional Colleges, Special and Private Institutions, has been discussed in the chapters dealing separately with these special subjects.

2. *Number of Girls under Instruction.*—The following table compares the number of girls in Primary and Secondary schools for Indian pupils for the last two years:—

	1902-1903.		1903-1904.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	6	424	3	329
Ditto District or Municipal Boards	2	95	1	48
Aided by Government or by District or Municipal Boards	2,888	63,588	3,855	81,842
Unaided*	534	9,176	822	14,214
Total ...	3,430	73,283	4,681	96,433
Girls in boys' schools ...	...	44,954	...	54,951
GRAND TOTAL ...	...	118,237	...	151,384
Deduct boys in girls' schools ...	...	2,068	...	2,510
Net number of girls ...	...	116,169	...	148,874

* Including schools in Native States.

3. The number of girls' schools increased from 3,430 to 4,681 or by 36·5 per cent., and their attendance from 73,283 to 96,433 or by 31·6 per cent. The number of girls attending mixed schools has also increased considerably from 44,954 to 54,951 or by 22·2 per cent. The total number of female pupils under instruction in Secondary and Primary schools advanced from 116,169 to 148,874 or by 28·1 per cent.

4. The percentages of increase under all these heads indicate that decided progress, in quantity at least, has at last been made by female education during the year under report. The qualitative results unfortunately, so far as these can be estimated from the returns of successes in examinations, are not equally satisfactory. Thus the number of native girls who passed the Entrance Examination increased from 10 to 14, while the number of successes in the Middle Examination fell from 70 to 48. Passes in the Primary Examinations

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rose from 1,485 to 1,808. This, however, is perhaps the only educational sphere in India where considerations of quantity should be regarded as having for the present at any rate a paramount importance.

5, The number of schools managed by Government shows a decrease from 6 to 3, but this is only owing to a change of classification. The schools that properly come under this head are the Bethune Collegiate School, Calcutta, and the Eden Female School at Dacca. The one Lower Primary school which has been shown under this head in the returns of the Patna Division is really an aided school, wrongly classified as a school managed by Government. The schools managed by District Boards decreased from two to one. The one school shown under this head in 1903-04, has been returned from the Chittagong Division.

6. The following table gives the number of girls attending Secondary and Primary schools of different classes for the year 1895-96 and for the last four successive years:—

Year.	High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
1895-96	480	268	1,679	10,082	88,246	100,755
1899-1900	569	208	1,366	10,449	82,573	95,165
1900-1901	539	195	1,702	10,940	79,341	92,717
1901-1902	548	179	1,872	12,199	81,252	96,050
1902-1903	631	248	1,648	12,227	101,415	116,169
1903-1904	745	274	1,377	13,763	132,715	148,874

7. The number of girls attending all classes of schools (except middle vernacular schools) shows an increase. A very large increase (31,300 girls) took place in Lower Primary schools. Indian girls in the High and Middle stages of instruction increased respectively from 182 to 188 or by 3·3 per cent. and from 179 to 192 or by 7·3 per cent.

8. All possible steps have been taken by the department to open an increased number of schools for Indian girls, and to educate an increased number of female pupils both at schools and at home. It now rests with the people as well as with the Local Educational Officers to help the department in successfully working the several schemes devised and sanctioned for this purpose, and to see that the education of females does not end in the primary stages. With a view to giving facilities for having girls educated up to higher standards at home, Government has recently ruled that girls may draw the scholarship-stipends as prizes even without attending schools, provided that they prove that they have attained a higher standard by home study.

9. *Expenditure on Schools for Indian girls.*—The total expenditure from all sources increased from Rs. 3,81,386 to Rs. 4,17,131. The expenditure from Provincial Revenues increased from Rs. 92,812 to Rs. 1,05,348, and that from District funds from Rs. 65,464 to Rs. 80,150. Contributions from Municipal funds and from fees and other sources also increased. The increased contributions from fees and other sources which rose from Rs. 2,12,717 to Rs. 2,19,614 show that the people are gradually evincing a little interest in the education of their girls.

Appendix Table 16.

10. *Classification of Schools for Indian girls.*—In the year under report also the number of high schools for girls rose from 7 to 8 owing to the opening at Mymensingh of one such school. The attendance of these schools also increased from 611 to 743 or by 21·6 per cent.

11. There was only one Middle English school returned as in the preceding year. It was attended by 57 girls. The total expenditure on this school amounted to Rs. 4,853, of which Rs. 540 were paid from Provincial Revenues, and the rest was met from subscriptions. In the previous year, the expenditure under this head was Rs. 4,772—Rs. 210 from Provincial Revenues and Rs. 4,562 from subscriptions.

12. The number of Middle Vernacular schools has decreased from 21 to 20. A decrease of three schools has been shown in the returns of Calcutta,

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while in the Burdwan Division the number of this class of schools increased by one, and the Patna Division returned one school under this head against none in the preceding year.

13. The number of Upper Primary schools for girls increased from 189 to 208 or by 19. The increase is due to the increased number of schools returned from the Burdwan, Presidency, Patna and Chota Nagpur Divisions and from the town of Calcutta. The Dacca Division showed a decrease of one school and Chittagong of two schools, while the number of these schools remained stationary in the Divisions of Rajshahi, Bhagalpur and Orissa and in the Orissa Tributary Mahals.

The number of Lower Primary schools increased by 1,232, or by 38·3 per cent. rising from 3,212 to 4,444. The increase took place in all the divisions, except in the Orissa Tributary Mahals where the number was stationary.

14. *Results of Examinations.*—During the year under report, 25 girls were sent up to the Entrance Examination of the Calcutta University, of whom 14 only passed. Of these 8 were Native Christians. The two Government High Schools for females, viz., the Bethune Collegiate School and the Eden Female School at Dacca sent up 8 candidates, of whom 4 only passed from the former. Four aided High schools in the town of Calcutta, which sent up 17 candidates, passed 10 girls. At the Middle Scholarship Examination, 48 passed, viz., 35 from aided and 11 from unaided schools, while 2 were private candidates. The number of competing schools was 34, and included a few mixed schools. At the Upper Primary Scholarship Examination 345, and at the Lower Primary Scholarship Examination 1,463, girls were successful. The number of girls who passed in the previous year were 10 at the Entrance Examination, 70 at the Middle Scholarship Examination, 217 at the Upper Primary, and 1,268 at the Lower Primary Examinations. The results at the Middle Scholarship Examinations were not satisfactory. The numbers of passes by the different standards shown above include 340 girls who passed the Middle and Primary standards prescribed for Girls' schools in the town of Calcutta. At the Junior and Senior Teachership Examinations, which are held simultaneously with the Calcutta Standard Examinations, altogether 33 girls passed—22 at the former and 11 at the latter. In the previous year 18 passed at the Junior and 16 at the Senior Teachership Examination. It is a matter of regret that the results of these examinations show no improvement.

15. The steps taken for the advancement of female education in Bengal have almost all been enumerated in the previous reports. During the year under report, another new scheme for the extension of zenana education was drawn up by the Department, and before it was submitted to Government for sanction, it was referred to a Conference of experienced educational officers, who submitted their proposals in the form of certain resolutions, and in accordance with their proposals, the Government of Bengal has sanctioned nine centres—one in each division—for the trial of the experiment.

16. For the supply of an additional number of female teachers to girls' schools, training classes have also been sanctioned by Government for the training of school masters' wives and Hindu and Muhammadan widows. All these measures, if properly worked, are calculated to do more good than has hitherto been done in Bengal in the matter of female education. Hindu and Muhammadan girls of advanced age, who are not allowed by the customs of their societies to attend public schools for receiving instruction in higher standards than primary, will now have all possible advantages for the further continuance of their studies at home in the places in which the new zenana system is at work.

17. *Teachers in Girls' Schools.*—The returns show that in the High schools for girls there were 65 teachers, of whom 10 were graduates, 25 under-graduates and 7 were trained teachers. The 21 Middle schools returned 84 teachers, of whom 11 only were trained, one was a B. A., and 7 were under-graduates. The Upper Primary schools had 416 teachers, of whom 4 were B. A's, 9 were under-graduates and 30 were trained, while the Lower Primary schools returned 4,292 teachers, of whom 16 held the Entrance certificate and 155 only were trained.

CHAPTER X.—EUROPEAN EDUCATION.

Chiefly written by MR. H. E. STAPLETON, B.A., B.SC., *Officiating Inspector of European Schools, Bengal.*

EUROPEAN EDUCATION.

EIGHTY European Schools in the Province submitted returns during the year. Of these, two are Government (one for boys and one for girls at Kurseong), 67 are aided and 11 are unaided. Two schools, the East Indian Railway School at Sahebganj and St. Agnes's Home at Toong, were brought under the control of the Department during the year, but the East Indian Railway School at Raniganj, although still in existence, submitted no returns. The nett result is therefore the addition of one school to the total of last year. Four old-established schools, that in the previous year had received no assistance, were given grants. No schools were closed.

2. At the end of the year there were 8,376 scholars on the rolls (as against 8,332 of the previous year), 263 being in Government schools, 6,891 in aided schools, and 1,222 in unaided schools.

3. Of the 80 schools, 30 are managed and largely supported by the various Roman Catholic organizations which are devoting themselves to education in Bengal. These impart instruction to over half the total number of the European and Eurasian children in Bengal. The undenominational schools, including Government and Railway schools, are 22 in number, and are attended by 16½ per cent. of the total scholars. The Church of England controls 14 schools, which are attended by not quite 19 per cent. of the total scholars. The Non-conformist Community support 6 schools, which educate about 6½ per cent. of the European children under instruction. The Church of Scotland has one school at Kalimpong. This has nearly doubled in numbers during the last year, and now contains 1⅓ per cent. of the total scholars in Bengal. In addition to these, there are 1 Jewish, 1 Armenian, and 5 private schools attended by 492 scholars, or 6 per cent. of the total.

4. 15 per cent. of the population is commonly reckoned as being of school-going age. Calculated on the basis of the Census Returns for the last three decades, it is found that, of the European and Eurasian population of Bengal, 15·2 per cent. attended school in 1884, 17·6 per cent. in 1891, and 16·2 per cent. in 1901.

5. *Expenditure on European Education.*—The total expenditure upon European Education in Bengal amounted to Rs. 16,10,995, towards which Government contributed Rs. 3,36,689, that is 20·9 per cent. of the whole against 17·4 per cent. in the previous year. As the Government expenditure upon Secondary and Primary schools, given in Appendix Table 17, does not in any way represent the expenditure on scholars receiving Secondary and Primary Education, respectively, endeavour is made, as detailed below, to give approximate figures under these heads.

6. The maintenance and special grants given to aided schools on account of 1,371 scholars receiving Secondary Education approximate to Rs. 77,746; those on account of 5,520 scholars receiving Primary Education amounted to Rs. 94,490, an expenditure of Rs. 56-11-4 per head in the case of the former and Rs. 17-1-11 per head in the case of the latter. In the corresponding figures of last year the Sicca Rupee grant of Rs. 10,032 to the Calcutta Free School and the special grant of Rs. 20,000 to St. Paul's School were left out of consideration. Hence the expenditure per head on Secondary Education was stated to have been only Rs. 35-9-6 instead of the real figure, viz., Rs. 53-12-9.

7. Excluding, as exceptional, the Cadet and Library grants amounting to Rs. 862, and special grants for furniture, hospital requisites, and the initial equipment of the new Technical Class, the cost to Government of the Victoria School for boys was Rs. 27,185, an average of Rs. 145 per scholar. The average cost per scholar last year was Rs. 137.

8. Excluding, as exceptional, Rs. 7,100 for furnishing the new school building, and the Library grant of Rs. 400, the cost to Government of the Dow Hill Girls' School amounted to Rs. 19,536, an average of Rs. 244 per scholar. The average cost per scholar last year was Rs. 247.

9. The cost of the Victoria Training College, which is entirely supported by Government, was as follows:—Rs. 3,128 the Principal's salary; Rs. 313

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travelling for the Principal and Native students; Rs. 4,463 on miscellaneous items, and Rs. 1,944 for the board of the European students; a total of Rs. 9,848. No special grant was given during the year.

10. The scholars in Bengal are concentrated in a few important centres, the town of Calcutta with Howrah being the largest centre, while Darjeeling stands second.

11. The Office of Inspector of European Schools was held successively by Mr. H. A. Bamford from 1st to 27th April 1903, by Mr. W. W. Hornell, B.A., from 28th April to 21st October 1903, and by Mr. H. E. Stapleton, B.A., B.SC. from 22nd October 1903 to 31st March 1904. Mr. Bamford spent 15 days on tour and paid 9 visits to schools; Mr. Hornell spent 87 days on tour and paid 60 visits to schools, and Mr. Stapleton spent 18 days on tour and paid 45 visits to schools. In the aggregate 120 days were spent on tour, and 114 visits paid to schools. Each aided school on the average, therefore, received two visits during the year.

In addition to the officers mentioned above, Miss L. W. Brock, B.A.(*Lond.*), who was appointed on 15th February 1904 to the post of Inspectress of Girls' Schools, Bengal, also paid 12 visits to 6 European girls' schools in Calcutta during the period under report.

12. *Secondary Education*.—Out of 8,376 scholars on the rolls on the 31st March 1904, 2,001 were reading in the Secondary stages—High and Middle. Of these, 258 boys and 93 girls were reading in the High stage, and 974 boys and 676 girls in the Middle stage.

13. *High School Honours Examination.*—There were no candidates for this examination.

14. *High School Pass Examination.*—There were 89 candidates for this examination, *i.e.*, one less than last year, but out of this total, the number of girls increased from 28 to 41, bringing their number up to practically the same figure as it was the year before. The percentage of passes was reduced from 76·7 to 47·2, the failures being chiefly in English, and more specially in English Composition. The full number of scholarships was awarded, 6 to boys and 2 to girls.

15. *Senior Cambridge Local Examination.*—The Examinations of the Cambridge Board have, for the past three years, been taken by St. Paul's School, Darjeeling, the Pratt Memorial School, Calcutta, and the two Martinière Schools, Calcutta.

In the year under report 13 boys and 4 girls were presented for the Senior Examination, of whom 10 boys and 4 girls passed, one boy obtaining 3rd class Honours.

16. *Calcutta University Entrance Examination.*—Thirty-two boys and 4 girls were presented for this examination, of whom 14 boys and 2 girls passed.

17. *Middle School Examination.*—There was a slight falling off in the number of candidates, but an improvement in the percentage of passes, especially in the case of girls competing for scholarships. The full number of scholarships was awarded, 6 to boys and 6 to girls.

18. *Junior Cambridge Local Examination.*—Ten boys and 5 girls were presented, of whom 6 boys and 3 girls passed.

19. *Primary Education.*—At the close of the year, 3,394 boys and 2,981 girls were on the rolls receiving Primary instruction.

20. *Primary School Examination.*—There was a slight improvement in the number of candidates; the percentage of passes, 57, is the same as that of last year. The number who passed in the first class has again improved. The full number of scholarships was awarded, 10 to boys and 10 to girls.

21. *Preliminary Cambridge Local Examination.*—Twenty-two boys and 13 girls were presented for this examination, of whom 17 boys and 3 girls passed. Two of the boys from St. Paul's School, Darjeeling, obtained 1st class Honours.

22. *Technical Education.*—During the past few years, the following schools availed themselves of the permission given by article 20 of the Code to substitute a course of training in useful work for some of the ordinary subjects specified in Schedule I.-B.—

(1) St. Joseph's Free School, Calcutta, with special classes teaching typewriting, shorthand, and telegraphy.

(2) The Catholic Male Orphanage, Calcutta, had typewriting and telegraphy classes, teaching book-keeping and shorthand.

(3) The Calcutta Free School (for Boys) had 22 Middle School boys learning shorthand and typewriting.

(4) At the Loreto Day School (for Girls), Bow Bazar, Calcutta, instruction is given in typewriting and dress-making.

(5) The Loreto Convent School (for Girls), Entally, had a typewriting and shorthand class. The girls also receive instruction in household work, domestic economy, and dress-making.

(6) The Gouldsmith Free Day School, Calcutta, had a special class where shorthand, typewriting, and (in the case of girls) domestic economy are taught. Extra time is also given to English and Commercial Arithmetic.

(7) At the St. Helen's School (for Girls), Kurseong, girls are allowed to take up one or more of the following courses: (*a*) Practical Domestic Economy and Cookery, (*b*) Nursing, (*c*) Dress-making and Millinery.

(8) St. Andrew's Colonial Homes' School, Kalimpong.—The senior boys at this school are half-timers, and out of school hours are employed on the Farm. As no servants are employed in the Homes, the rest of the children, boys and girls, when they are old enough, learn ordinary household duties, washing, cooking, mending, etc.; the idea being to equip them for colonial farm life in the future.

(9) Government Schools, Kurseong.—After the reorganisation of the Victoria Boys' School in 1897, and consequent founding of the Girls' Schools at Dow Hill, a Carpentry class was begun at the Boys' School and a Domestic Science and Cookery class for the girls. These were attended by the more senior scholars.

In February of the year under report a Technical Class in connection with the Sibpur Engineering College was started at the Victoria School for boys who have passed the Middle School Examination. The course extends over two years, instruction being given in Mathematics, Experimental Science, Engineering, Drawing, Carpentry and Blacksmith's Work, and, at the end of the course, the students will take the Sibpur Second-Year Apprentice Examination. If this is successfully passed, they will proceed to Sibpur and complete the full five years' Apprentice course. The idea of this class at Kurseong is to allow European boys to spend the first two years of their Sibpur course in the Hills.

At the Dow Hill School a Continuation Class, in which Commercial subjects are taught, has also been started in the past year for girls who have passed the Middle School Examination. The course is a three years' one, and a thorough Commercial education will be given.

A similar class will probably be started at the Boys' School next year, as an alternative course to the Technical classes.

(10) Railway Technical Night Schools.—Two such schools exist in the Province, one at Jamalpur, on the East Indian Railway, and the other at Saidpur, on the Eastern Bengal State Railway. They are both intended for apprentices in the railway shops and are worked on similar lines, instruction being given in Mathematics, Machine-Drawing, and Mechanics.

23. *Pupil-teachers.*—Five pupil-teachers of the Calcutta Free School, Girls' Department, were examined in November 1903, 2 in the 3rd-Year, 1 in the 2nd-Year and 2 in the 1st-Year. One passed in the 3rd-Year, 1 in the 2nd-Year and 1 in the 1st-Year.

24. *The Training College, Kurseong.*—The Government Training College at Kurseong sustained a severe loss in October of last year by the departure of the Principal, Mr. Delaney. Nine women passed through the College in 1903. These were selected from 16 candidates. Owing to the departure of Mr. Delaney, the Principal, to Natal in October, and Mr. Hornell's transfer to Simla early in that month, the examination of the students had to be held from 23rd to 25th September. Mr. Hornell examined all the students both in practical work and in a paper on the Theory and Practice of Teaching. The result of the examination was quite satisfactory, 5 students obtaining distinction with over two-third marks, while the remaining 4 passed. These girls have now all found employment as teachers. Thirteen Native school-masters were also given a three months' course of training by Mr. Delaney during the College session.

25. A review of the work that had been carried on during the three years Mr. Delaney was in charge, led Government at the beginning of the present year to decide on transferring the College to Dow Hill School, and to limit its work to the training of European and Eurasian women as teachers.

26. *Volunteer Cadet Corps.*—The cadets who became efficient during the year numbered 1,300 against 1,286 in the previous year.

The distribution of the efficients is as follows:—

Armenian College, 66; Calcutta Boys' School, 57; Calcutta Free School, 92; Catholic Male Orphanage, 129; Doveton College, 88; La Martinière College, 55;

EUROPEAN EDUCATION.

St. Gregory's School, Dacca, 10; St. James's High School (including St. Paul's Mission School), 49; St. Joseph's College, Darjeeling, 118; St. Joseph's High School, 236; St. Michael's High School, Coorji, 90; St. Patrick's High School, Asansol, 53; St. Paul's School, Darjeeling, 73; Victoria School, Kurseong, 88; and St Xavier's College, 96.

27. The grant for efficient cadets amounted to Rs. 7,716. It was mainly spent on prizes, school excursions, sports and expenses connected with shooting competitions. In one or two instances the salary of the drill instructor was paid out of this grant, while in other cases the School Band Fund benefited.

28. It has been gathered from the several Companies' reports that there has been an improvement both in the Drilling and Shooting, and that the Inspector-General of Volunteers and the Brigadier-General Commanding the Presidency District usually expressed satisfaction with their inspections of the cadets.

CHAPTER XI.—MUHAMMADAN EDUCATION.

MUHAMMADAN EDUCATION.

THE total number of pupils in 1903-1904 in all Public and Private institutions rose from 1,754,655 to 1,892,874, or by 138,219, *i.e.*, by 7·9 per cent., while the number of Muhammadan pupils increased from 489,615 to 546,783, or by 57,168, *i.e.*, by 11·7 per cent. This progress is satisfactory, and shows a great improvement as compared with the previous year, in which the rise in the percentage was only 5·8 against 5·2 in the total number of pupils.

Appendix Table 18.

2. Taking the several classes of public institutions into consideration, the percentage of Muhammadans under education increased very considerably in Training schools, which is decidedly gratifying. The decrease both in the number of pupils and percentage in technical schools is on the other hand much to be regretted, for Muhammadan pupils do well in such institutions and show considerable aptitude for technical work.

3. As in the previous years, the special institutions for the education of Muhammadans were (1) the Madrasahs, (2) the Arabic or Persian schools, called *muktabs*, and (3) the Koran schools. The last-named have no arrangements for secular education, and are institutions where the children learn the Koran, by rote, generally without understanding what they are taught.

Madrasahs are the chief places of education for the upper classes of Muhammadan society.

4. There has been a decrease in the percentage of Muhammadans under education in Madrasahs, but there is the redeeming fact that the actual number of pupils in them has increased. In private institutions there was increase in the percentage in all classes of Muhammadan schools, except in the Koran schools, in which it was the same as in the previous year. The number of pupils, however, decreased in the advanced private institutions teaching Arabic or Persian, and in the Koran schools.

5. In February 1904, a Conference of experts was held to discuss the subject of the primary education of Muhammadans in Bengal. It was under the presidency of Dr. Ross. The Conference made several recommendations for the improvement of the Bengal *muktabs* and a scheme for aiding and improving these institutions has been submitted to Government. The main idea is to bring the *muktabs* gradually into line with the ordinary primary schools of the country, but with certain additions and alterations in the courses of studies to make these courses suitable to Muhammadans, and to allow the pupils to continue their religious studies.

SUCCESS OF THE MUHAMMADANS AT THE DIFFERENT UNIVERSITY AND DEPARTMENTAL EXAMINATIONS.

6. During the year under report the number of Muhammadans who passed at the University examinations from Arts Colleges was 88, viz., 5 passed at the M. A. examination, 13 at the B. A., and 70 at the F. A. examination, 3 also passed the B. L. Examination and 8 passed from the Medical College, Calcutta. There were also 133 Muhammadans successful at the University Entrance examination, 1 at the B. class examination, 666 at the Middle scholarship examination and 14,288 at the Primary scholarship examinations, both

upper and lower. Besides these, one Muhammadan pupil passed at the Art School examination, 8 at the examination of the vernacular medical schools, 2 at the overseer and 10 at the sub-overseer examinations, 4 at the final examination of survey schools and 158 at the central examination of Madrasahs. At the Middle and the Primary scholarship examinations the results shown by the Muhammadans are highly satisfactory. MUHAMMADAN EDUCATION.

SPECIAL ENCOURAGEMENT FOR THE DEVELOPMENT OF MUHAMMADAN EDUCATION.

7. Muhammadan pupils enjoy the following special privileges in Bengal in the matter of educational facilities:—

(1) In aided High schools, free studentships are given to Muhammadans up to the limit of 8 per cent. of the school-population, though not exceeding 12 in all in any one school;

(2) The benefits of the Mohsin Fund chiefly in the shape of remission in part of tuition-fees in schools and colleges;

(3) Special scholarships (junior, senior, and graduate) created by Government;

(4) Special lower primary scholarships reserved by certain District Boards and payment of aid at a higher rate to schools in which the pupils are mostly Muhammadans;

(5) Special encouragement from the Department in the matter of establishment of hostels for Muhammadans;

(6) Special consideration shown in respect of appointment as Guru Instructors, Sub-Inspectors, Additional Deputy Inspectors, and teachers in schools under public management;

(7) Maintenance by Government of a special Middle English school for Muhammadans in Calcutta.

CHAPTER XII.—EDUCATION OF SPECIAL CLASSES.

THIS chapter deals with institutions (1) for the education of the sons of chiefs and noblemen, and (2) for that of aboriginal and other backward races. EDUCATION OF SPECIAL CLASSES.

(1) EDUCATION OF CHIEFS AND NOBLEMEN.

2. The only institution of this class in Bengal is the Nawab of Murshidabad's Madrasah. Although called a Madrasah, it is in fact a High English school teaching up to the Entrance standard of the Calcutta University; the Madrasah contains only the descendants and relatives of the late Nawab Nazim of Bengal. There were 44 pupils on its rolls on 31st March 1904, against 45 in the previous year. Of these, 25 were resident boarders, 5 day-boarders and 14 day-scholars. The total expenditure was Rs. 10,102 against Rs. 12,055 in the previous year. The amount realised from the pupils (probably as fines) was Rs. 39. The remaining sum was contributed from the Provincial revenues. One pupil passed the Entrance examination of 1904.

3. In the Orissa Division, the sons of the chiefs receive education in the ordinary course of things at the Ravenshaw Collegiate School.

4. In the Chota Nagpur Division, the Chief of Seraikela, the Thakur of Kharswan, and the Zamindar of Echa in the district of Singhbhum send their children to the local Middle English schools maintained by them. In Palamau, the relatives of the leading families of Ranka, Sonepur, and Chainpur are receiving education in the Palamau Zilla School, and the zamindars of Bisrampur and Sonpura send their children to the local Middle English schools.

(2) EDUCATION OF ABORIGINAL RACES.

5. The aboriginal races of Bengal are to be found chiefly (1) in the Burdwan Division, where the majority of the aboriginal population are Sonthals who live in the districts of Bankura and Midnapore and in the Raniganj Subdivision of Burdwan; (2) in the Rajshahi Division, where, besides Sonthals, there are Bunas, Uraons, Mals and other classes; (3) in the Chittagong Division, where they consist of Chakmas, Hill Maghs and others; (4) in the Bhagalpur Division, where there are Sonthals, Kols, Bhils and Mahulis; (5) in the Orissa Division and

EDUCATION OF SPECIAL CLASSES.

Orissa Tributary Mahals, where there are Bhunyas, Khonds, Gonds and other tribes; and (6) in Chota Nagpur, in which they consist of Sonthals of Manbhum and Hazaribagh, Munda Kols, Uraons of Ranchi, and Hos of Singhbhum.

6. The following are abstracts of the information given in the Divisional Reports, and will show what steps have been taken for the education of the children of aboriginal races:

In the Burdwan Division there were, in the coal tracts of Raniganj and Barakar, 8 Lower Primary schools maintained at a cost Rs. 800 from Provincial Revenues for the education of the children of the miners. The District Board of Burdwan paid a stipend of Rs. 6 a month to a Lower Primary school for aboriginal pupils in the Kulna subdivision. The District Board of Burdwan spent Rs. 874 on 18 Lower Primary schools chiefly intended for Sonthals. In Bankura, the Wesleyan Mission maintained a number of Primary schools for the spread of education among the Sonthals. In Midnapore, there is a Sonthal Training school at Bhimpur under the American Baptist Mission, which receives Rs. 2,700 from Government and Rs. 360 from the District Board for the spread of education among the Sonthals. There are also some 41 Primary schools under Mr. Kenan of the American Baptist Mission, and a number of schools under Miss Butts and Mr. Severn specially intended for Sonthal pupils, and they received Rs. 240 and Rs. 90, respectively, from the District Board for this purpose. Two special Lower Primary scholarships, called Harrison Scholarships, created from a Trust Fund for the encouragement of aboriginal pupils, are awarded annually by the Midnapore District Board to the two most deserving candidates of aboriginal races.

(2) In the Rajshahi Division, the progress of education among the aboriginal races is not satisfactory. It is, therefore, necessary to devise special means for providing primary education among these people.

(3) In the Dacca Division, the District Board of Mymensingh maintained two Upper Primary and two Lower Primary schools for the children of aboriginals. There is a boarding institution for the Garos maintained by Christian Missionaries. There are, besides, aided pathsalas at the foot of the Garo hills and in the Madhupur jungle. In Backerganj, there were nine aided pathsalas attended chiefly by the children of Magh settlers. Two boys of the aboriginal races passed the Upper Primary and the Lower Primary Examination.

(4) In the Chittagong Division, there were three aided schools for aboriginal children, including one for girls, in the Cox's Bazar Subdivision of the Chittogong district. Two new schools were started during the past year which were unaided. In the Tippera district, there were ten Night schools on Lalmai hills for the Tipperas, mostly adults, who have to work during the day. The District Board aided these schools liberally. There were 108 schools in the Chittagong hill tracts, all mainly intended for the education of backward races. As many as 1,492 pupils of the aboriginal races, consisting of 782 Chakmas, 553 Maghs, and 157 Tipperas attended these schools. A very small number of these pupils attended Secondary schools. Three boys passed the Upper Primary and 33 the Lower Primary Examination, and 7 obtained Lower Primary Scholarships.

(5) In the Patna Division, there were 11 schools (including one school for girls) for aboriginal and backward races. One of the students passed the Lower Primary Scholarship Examination during the year under report.

(6) In the Bhagalpur Division, there is a special Sonthal Education Fund of Rs. 9,500 per annum, and a special staff consisting of four Sub-Inspectors and two Inspecting pandits solely for the purpose of looking after the schools intended for the aboriginal races. Extensive missionary organisations are engaged in furthering the cause of education among aborigines. In the Monghyr district there is no special provision at present, but the appointment of an Inspecting pandit for Sonthals is under contemplation. The number of pupils of aboriginal classes (Christians and non-Christians) increased from 8,267 to 8,893, the number of Christians being 846 and that of the non-Christians 8,047, against 826 and 7,441 in the previous year.

(7) In the Orissa Division, the majority of the aboriginal pupils are Khonds and Sonthals in the districts of Angul and Balasore. The fact that there are no suitable text-books in the Khond and the Sonthali languages stands considerably in the way of the education of these classes.* They are, therefore, taught through the medium of Uriya. One Khaira non-Christian boy passed the Upper Primary and one Munda boy the Lower Primary Examination from the Angul district.

(8) In the Orissa Tributary Mahals there are, for the education of aboriginal races, 95 schools in Mourbhanj, 10 in Nilgiri, 9 in Keonjhar, 5 in Dhenkanal, 3 in Athmallik, and 1 in Pal Lahera. They are either aided by Government or maintained by the Native States. The total number of pupils belonging to aboriginal races was 2,782, against 1,817 in the previous year. The increase was mostly in Mourghanj, Nilgiri, and Keonjhar. An increase from 16 to 40 in the number of aboriginal girls in schools deserves mention.

His Highness the Maharaja of Mourbhanj has under consideration the starting of a Training school for training purely aboriginal teachers for schools for aborigines. Primers in Sonthali language are being prepared which will shortly be published in the Uriya character at the expense of the Maharaja.

* School books framed under the new system of education in the Sonthali language are under preparation, and will shortly be ready.

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7. The total number of aboriginal pupils attending schools in the Chota Nagpur Division rose from 21,561 to 23,055. The various Missionary bodies which have taken up the cause of education among these people are reported to have worked with much success.

8. The total number of pupils of the aboriginal races in all classes of schools in the Province last year was 42,292, against 40,162 in the previous year. They secured 1 pass at the Entrance, 58 passes with 3 scholarships at the Middle, 147 passes with 8 scholarships at the Upper Primary, and 957 passes with 26 scholarships at the Lower Primary Examination. These results are better than those of the previous year, except at the Entrance Examination in which the only one pass was secured against 5 in the previous year.

9. *Education of Indigent classes.*—The total number of pupils of the indigent classes among Hindus reading in Public and Private institutions in Bengal was 62,482 against 60,731 in the previous year. The results of examination both as regards the number of passes and the number of scholarships gained were less satisfactory than those of the preceding year in respect of the Middle and Upper Primary Examinations. At the Lower Primary Examination, the number of passes secured was 1,552, against 1,513 of the previous year, and the number of scholarships gained was 16 against 17.

10. The indigent Muhammadan pupils attending schools were fewer in number than in the previous year, being only 39,840 against 43,832. The results of the school examination of these pupils also deteriorated, there being none who passed the Entrance Examination, while the number of passes at the three departmental examinations were smaller than usual. These pupils gained one more Upper Primary scholarship, but the number of Lower Primary scholarships won by them came down from 12 to 3 only. One Middle scholarship was gained as in the previous year.

11. Of the indigent Christians, 3,116 were non-aboriginal and 7,965 aboriginal. The successes achieved by them at the public examinations were as follows:—one pass at the Entrance, 53 passes with three scholarships at the Middle, 122 passes with 7 scholarships at the Upper Primary, and 396 passes with 13 scholarships at the Lower Primary Examination.

CHAPTER XIII.—PRIVATE INSTITUTIONS.

PRIVATE INSTITUTIONS.

THIS section deals with various classes of indigenous schools, viz., (1) schools teaching Arabic or Persian, Sanskrit or any other Oriental classic, (2) schools teaching only or mainly a Vernacular, (3) schools teaching the Koran, and (4) other schools which are not included in the above categories. These schools generally follow the traditional systems of instruction, which have not been materially influenced or affected by the improved systems of education adopted and followed by the Department or by the University.

2. *Advanced schools teaching (a) Arabic or Persian.*—The course of study pursued in many of these schools is fairly high, comprising Literature, including Grammar, and higher subjects, such as Rhetoric, Logic, Metaphysics and Jurisprudence, etc. The number of these schools decreased from 1,187 to 1,118, but their attendance increased from 17,122 to 17,336. This decrease in the number of schools took place in all the divisions, excepting Patna where the schools increased from 617 to 691. The number of pupils decreased in the divisions of Burdwan, Rajshahi, Dacca, Bhagalpur and Chota Nagpur; and increased in the Presidency, Chittagong, Patna and Orissa Divisions.

Proposals have recently been submitted to Government with a view to place the maktabs of some of the districts under the regular inspection of competent inspecting Maulavis, and to aid them from public funds. If the proposals be approved, the standards of instruction in these schools can be greatly improved along lines suggested by the Resolutions of the Conference of experts in the subject of Muhammadan Education held in the Calcutta Madrasah in February last, to discuss the Primary Education of the Muhammadans in Bengal. It is a matter of congratulation that the educated Muhammadan community is now becoming aware of the necessity of improving the standard of education imparted in these schools by the adoption of some approved system, based upon more modern requirements and more modern standards.

PRIVATE INSTITUTIONS.

3. *Advanced schools teaching* (*b*) *Sanskrit*,—The number of these schools (unrecognised tols) is steadily decreasing. In the year 1900-01, 1,191 schools with 10,617 pupils were returned. In 1901-02, their number decreased to 1,160 and their attendance to 9,917. In the year 1902-03, the schools and the pupils declined to 1,010 and 9,106, respectively. In the year under review, the number of schools decreased to 974 and their attendance to 8,370. This decrease is mainly due to the transference of tols which have adopted the standards prescribed by Government to the class of Public Institutions. It is, no doubt, regrettable that these schools continue to display no inclination towards the study of any subjects which are of real practical utility in the business of life and adhere to an obsolete system of teaching; but in the cultivation of learning for its own sake, and probably also in the scholastic thoroughness of their methods of study, many of these schools may be regarded as upholding an ideal which has been lost sight of in many more advanced institutions.

4. *Elementary schools teaching a Vernacular only or mainly*.—The schools for boys decreased from 3,255 to 3,149, and those for girls from 12 to 10. The decrease in the number of these boys' schools took place in all the divisions, excepting Burdwan, Presidency, Dacca and the Orissa Tributary Mahals. A decrease in the number of pupils took place in the Rajshahi, Patna, Orissa and Chota Nagpur Divisions.

The number of these schools for boys was returned as 1,359 in the Patna Division, 821 in the Orissa Division, and 406 in the Bhagalpur Division. Much might be done for the improvement of these schools, if they could be brought within the pale of the regular system of inspection; but so long as our inspecting officers are few, and the funds available are very small in proportion to the ground to be covered, it would be hopeless to attempt to bring them all up to the level of organised primary schools.

5. *Koran schools*.—These schools, as now constituted, have little or no educational value. They teach nothing beyond the Arabic alphabet and the chanting by rote of Koran verses. But the existence of these schools is a necessity among the Muhammadan community; for every orthodox Muhammadan must learn to recite verses from the Koran before he is allowed to study any secular subject. The number of the Koran schools for boys, though decreasing, is still as large as 3,165 against 3,582, and shows a very large attendance of 51,142 against 53,971 in the previous year. The number of Koran schools for girls was 229 with 2,078 pupils, against 252 schools with 2,005 pupils of the preceding year.

6. *Other schools*.—The number of these schools for boys increased from 165 to 204, and for girls from 12 to 13. The attendance in boys' schools also increased. A considerable number of these schools were returned from each of the Divisions of Chittagong and Bhagalpur. The schools in the Chittagong Division are mostly Kyoungs or Monastic schools kept up by Buddhist teachers.

CHAPTER XIV.—HOSTELS AND BOARDING HOUSES.

HOSTELS AND BOARDING HOUSES.

THE usefulness of these institutions is now well appreciated, and many colleges and schools, some of the latter situated in mufassal villages, have boarding houses attached to them. Such boarding houses are a great improvement upon the private messes in which students are practically free from discipline or control, and when the Superintendent is well chosen and knows how to combine sympathy with discipline, their influence upon student-life is of very great value. The system upon which they are managed, however, is probably still capable of very considerable improvement. By bringing the hostel into closer connection with the school or college, it should be possible to increase materially its effectiveness as a school of character and discipline.

2. There were 411 hostels in all, for both Indian and European pupils, with 14,045 inmates in the year under review, against 363 hostels with 13,201 inmates in the previous year.

3. *Hostels for Indian pupils*.—The number of hostels and boarding houses for Indian boys was 328 with 8,447 inmates, against 279 with 7,406 inmates. Of these inmates, 690 were students of Arts Colleges, 4,662 of Secondary Schools, 1,954 of Primary Schools, and 1,141 of Special Schools. The number of students of Arts Colleges and Secondary Schools together living in hostels

HOSTELS AND BOARDING HOUSES.

and boarding houses was 5,352, which is 2 per cent. of the total number of pupils in these institutions. It is therefore evident that a large number of pupils, specially at large centres of education like Calcutta, Dacca and Patna, live in messes, the number of which is very large. These out-station students cannot be taken into the existing hostels for want of accommodation, and many students find it cheaper—at any rate at Calcutta—to live in messes. For the proper management and supervision of these students' messes, Government passed a set of rules which have been revised during the year under review. It is, however, a matter for regret that, in certain places, and specially in Calcutta, the amount of co-operation, which Government expected the authorities of schools and colleges would render in this matter, has not been forthcoming, and the rules have consequently failed to produce much practical effect. Measures for furthering the object in view are under contemplation. It will, however, probably be necessary for Government, in consultation with the University, to take further and more stringent action in the matter.

4. The number of hostels for Indian females decreased from 43 to 40, and that of their inmates from 2,380 to 2,101. As usual, these female boarders belonged mostly to the Christian and Brahmo communities.

5. *Expenditure.*—The total expenditure on all hostels and boarding houses for both European and Indian pupils increased from Rs. 8,96,854 to Rs. 10,94,987, and the Government contribution from Rs. 46,094 to 49,506. The contributions from the District and Municipal funds rose from Rs. 873 to Rs. 1,693.

6. The total amount of expenditure for hostels and boarding houses for Indian pupils only, both male and female, in 1903-04, was Rs. 3,99,268, against Rs. 3,85,700. The Government contribution was Rs. 29,699, against Rs. 25,953 or Rs. 3,746 more than that of the previous year. The local funds also paid a larger contribution by Rs. 820, an amount nearly double that paid in the previous year.

7. For the reason that hostels and boarding houses are most largely useful to students who come from the areas under the jurisdiction of the District Boards, it would be a proper charge on the District Funds to pay a considerable portion of the cost of building and equipping these institutions. But, as there is no provision for entering such a charge in the District Fund Education Budget, practically nothing has hitherto been done by those bodies. This matter, however, has engaged the attention of Government, and it is in contemplation to introduce under this head some material reforms legalizing the building and maintenance of hostels from District Funds.

8. *The Eden Hindu and Elliott Madrasah Hostels.*—Of all the hostels under Government management, the largest and the best is the Eden Hindu Hostel in Calcutta. During the year under report, it had 247 inmates and the total expenditure amounted to Rs. 29,667, of which Rs. 731 was paid from Provincial Revenues; while in the preceding year the number of inmates was 241 and the total expenditure amounted to Rs. 30,714, of which Rs. 2,820 was paid by Government.

In the Elliott Madrasah Hostel, which is also a large hostel for Muhammadan pupils, there were 122 inmates, against 118 in the previous year, and the total expenditure, exclusive of messing charges, was Rs. 4,463, of which Rs. 3,069 was met from fees and Rs. 1,394 contributed by Government. The boarders in this case make their own arrangements for their food.

CHAPTER XV.—PHYSICAL AND MORAL TRAINING.

PHYSICAL AND MORAL TRAINING.

THE importance of some sort of physical exercise in student-life is now universally admitted in India. Almost all colleges and schools make arrangements for various games and sports amongst their pupils, and the introduction of drill in schools has given a fresh stimulus to physical exercise.

2. In colleges, the students have athletic clubs. In these as well as in High schools in towns and in a large number of those in the mufassal, cricket, football, tennis, badminton, etc., are played. In the majority of Middle and Primary schools the country games are the rule. The tendency, however, is to replace the country games by English sports, of which football is the favourite.

PHYSICAL AND MORAL TRAINING.

In many colleges and schools subscription to the Athletic Club is compulsory. But it is to be feared that as a rule only a small minority of the students actually take part in the games.

3. The Presidency College Athletic Club continued to be in a flourishing state. Its financial condition was very satisfactory. The annual athletic sports were held on the College ground on the Calcutta maidan and the prizes were distributed by the Hon'ble Sir Francis Maclean, K.C., K.T., K.C.I.E., Chief Justice of Bengal. The annual sports at the Patna College were also very successful. At some mufassal stations the resident civil officers take great interest in the physical exercise of the students. Thus at Ranchi annual sports for students are held in the Commissioner's spacious compound, presided over by the Commissioner, or, in his absence, by the Deputy Commissioner. Prizes are given out of funds raised from the local public, who take much interest in the sports.

4. *Drill.*—Drill was at first regarded as a useless pastime and many were sceptical as to its utility. This state of things is, however, fast passing away, and both the teachers and guardians seem now to understand, to a certain extent, its usefulness as a valuable aid to discipline. It is practised in all Government and aided schools of all classes, and in many unaided schools. Some Government schools have separate drill-masters; in those that have not, either the gymnastic master or one of the class teachers drills the boys. In aided and unaided High schools this duty is usually committed to the Second Pandit (or Drawing Master). In the middle and primary schools, a vernacular translation of Mr. Sharp's Book on Drill is the prescribed book.

The influence of drill can even now, though it has been introduced only for a short time, be seen on entering an ordinary school. The manner in which the boys stand up and salute a visitor in a class-room and rise up to answer a question will show at once the influence of drill on a class. The bearing of the students has considerably improved and may be regarded as indicating a more general improvement in smartness and discipline.

5. *Moral Training.*—The following are among the steps which have been taken to influence beneficially the moral tone of students in schools and colleges.

(1) *The establishment of hostels and boarding-houses in connection with schools and colleges at many places, especially at large centres of education, for residence of students who do not live with parents or guardians.*—The hostel and boarding-house system is gradually extending, and if developed and organised may be expected to play an increasingly important part in school and college education.

(2) *The passing by Government of mess rules for the guidance of students' hostels and messes.*—A good deal of attention has lately been given to this subject and so far as enquiries have proceeded, it would appear that in the mufassal, the authorities of schools and colleges have made genuine efforts to work the mess rules properly. In this they have been fairly successful, and except in large mufassal towns like Dacca and Patna, conditions are now fairly good. In towns like these, however, a good many difficulties are found, and the conditions of residence of students are still far from satisfactory. Matters, however, in Calcutta are decidedly worse than elsewhere and are still in a most unsatisfactory condition, and it is a matter for great regret that the college and school authorities in Calcutta have not so far co-operated, to the extent expected, in the matter of enforcing the rules.

(3) *The working of inter-school and inter-college rules which apply to all Government and aided institutions, and to those unaided institutions which compete for Government scholarships, for checking evils consequent upon unhealthy competition.*—Breaches of these rules are always punished according to the character and nature of the offence. The number of complaints of this nature is not very large, and most institutions now obey, at all events outwardly, these transfer rules.

(4) *The selection of text-books by the Text-Book Committees.*—This prevents the introduction into a school of books of an unhealthy moral

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tone. No school which is either in receipt of aid from Government or which competes for Government scholarships is allowed to adopt a book which is not in the authorised list of text-books published by Government.

(5) *Professors and teachers are instructed to avail themselves of every opportunity for inculcating morality to the students.*

6. *Discipline.*—The state of discipline maintained in the schools and colleges and among the different classes of officers in the Department during the year under report, appears to have been, on the whole, fairly satisfactory as judged by Indian standards.

The following are the most important cases of breach of discipline in Government colleges and schools during the year under report:—

One boy in the Rangpur Zilla School was rusticated for a year for tampering with his transfer certificate.

A boy of the Chapra Zilla School was rusticated for gross misconduct.

One apprentice at the Sibpur Civil Engineering College was expelled for irregularities at the College examination.

7. The cases in which offenders were criminally prosecuted and punished were—

A lower primary scholar in the Dublin University Mission Upper Primary School at Hazaribagh was tried in court for the theft of a gold watch and was sent to the local reformatory school for three years.

In Cuttack, a school postmaster was sentenced to rigorous imprisonment for criminal breach of trust.

8. There were, besides, several cases of breach of rules in reference to the Lower Primary Scholarship Examinations in which the persons concerned were adequately punished.

CHAPTER XVI.—EDUCATIONAL CONFERENCES.

EDUCATIONAL CONFERENCES.

THE Inspector of Schools, Presidency Division, held two conferences during the past year. At the first, among other matters, it was decided to submit recommendations for the introduction of a Bengali reader in the third year of the infant stage and the establishment of advanced Continuation Schools. Both these recommendations have been accepted. At the second, a course of studies for female schools, according to the new system of Vernacular education, was drawn up.

2. In the Dacca Division, several conferences were held in all the districts by the Deputy and Sub-Inspectors, in which the teachers of Middle and Primary schools and sometimes outsiders took part. The subjects of discussion were chiefly the Kindergarten system of teaching, Guru Training Schools, Night Schools, and Female Education. The new rules regarding Vernacular education were explained to the teachers and discussions were held regarding the best measures for carrying them out and for making them popular.

3. In the Chittagong Division, the Inspector held two conferences. At the first, attended by the Deputy Inspectors and some Sub-Inspectors, rules for the administration of the primary grant were revised; at the second, attended by teachers of High English schools, various subjects connected with management of High schools, organisation of classes, methods of teaching, maintenance of discipline, &c., were discussed.

4. The Inspector of Schools, Patna Division, held two conferences—(1) of headmasters of zilla schools to frame a course of studies for High schools and (2) of Deputy Inspectors to discuss various questions connected with inspection and instruction arising out of the new Vernacular Education Scheme.

5. There were two conferences in Bhagalpur under the presidency of the Inspector—(1) to consider the rules for the award of Middle and Primary Scholarships and the preliminary selection of candidates for them, and (2) to discuss the new Scheme of Vernacular Education.

6. The Inspector of Schools, Orissa Division, held two conferences.

7. The Inspectors of Rajshahi and Chota Nagpur held none, but the Deputy and Sub-Inspectors of all the divisions held conferences for the discussion

EDUCATION CONFERENCE.

of the new Scheme of Vernacular Education. At a Conference held at Rajshahi, the Principal of the local College presided and the resolutions were sent to the District Board which has approved of all of them.

8. It is very satisfactory to find that so many conferences were held by the Inspecting staff. At most of them the new Vernacular Education Scheme was the subject of discussion.

CHAPTER XVII.—TEXT-BOOK COMMITTEES AND LIBRARIES.

TEXT-BOOK COMMITTEES AND LIBRARIES.

UNDER the rules approved by Government there are three of these Committees, viz., the Central Committee at Calcutta, the Bihar Committee at Bankipore, and the Orissa Committee at Cuttack.

2. During the year under report, two meetings of the General Committee of the Central Text-book Committee were held, one on 21st September 1903, and the other on 9th December 1903. The whole of the preliminary work is done first by the individual members who examine the books submitted and afterwards their reports are discussed at numerous Sub-Committee meetings. The decisions of the Sub-Committees are then reported to the full Committee for approval.

In conformity with rule 5 of the rules regarding the constitution of the Text-book Committee, Government re-appointed some of the members of the Central Text-book Committee, and also appointed some new members, and the new list of members was published in the *Calcutta Gazette* of the 6th May 1903. The Rev. Mr. Begg and Dr. Morrison resigned their membership, as they have left India for Europe, and Rev. Mr. Sims and Rev. Mr. Wann have been appointed members in their places.

One noticeable event in the history of the Committee during the last year is that the Committee recommended that a list of books approved by Government should be published in the month of July every year in addition to the usual January list. The question of the scale at which prices should be calculated for text-books was considered by the Committee in its December meeting, and rule XXXII of the new rules of the United Provinces Text-book Committee was adopted by the Central Text-book Committee at that meeting. It may also be noticed that in its Notification No. 2982, dated the 1st December 1903, Government modified rules 11, 18, 24 and 25 of the rules for Text-book Committees in Bengal.

3. During the year under report, the total number of books received was 409, of which 403 were issued for preliminary examination. The number of books which were duly issued to members of the Central Text-book Committee was 327. Altogether 277 books (155 text-books in accordance with the New Scheme and 122 Prize and Library books) were approved during the year. A complete list of these was published in Government Notification No. 347, dated the 26th January 1904.

4. The Branch Text-book Committee at Bankipore is composed of seven official members, including the Inspector of Schools, the *ex-officio* President, and the Assistant Inspector of Schools as *ex-officio* Secretary, and three non-official members. The functions of the Committee are now restricted to the examination of such Hindi and Urdu books only as are forwarded to them by the Director of Public Instruction.

5. During the year, 106 books were received for examination. Of these, 62 were considered, 56 being approved and 6 rejected, the remaining 44 being still under consideration. Of the 56 books approved by the Committee, 23 were approved as text-books, 15 as prize-books, 9 as library books, and 9 as prize and library books.

6. There were two meetings of the Committee—one held on the 12th April and another on the 8th December—at which the 56 approved books, which were previously considered individually by Sub-Committees of three members, were finally disposed of by the General Committee.

7. The Orissa Text-book Committee consists of seven members, including the Inspector of Schools as *ex-officio* President, and the Deputy Inspector of Schools, Cuttack, as *ex-officio* Secretary. Of the five members, three are officials and two are non-officials. During the year under report three meetings were held. Of the nine books received for examination, two were approved and seven were rejected.

TEXT-BOOK COMMITTEES AND LIBRARIES.

8. *Calcutta School-Book Society.*—The Society's sales during the year amounted to Rs. 2,00,941 against Rs. 1,06,647 in the previous year, showing that it has made much progress under the present management.

9. *Libraries.*—The Government Colleges and High schools in all the Divisions have each an attached library for the use of professors, masters and students.

10. A special grant of Rs. 50 was sanctioned towards the close of the year for a circulating library for the use of Government Inspecting Officers in the Orissa Division. One American, one Indian, and four English educational magazines are circulated amongst these officers in rotation, and it is hoped that through the agency of these journals the Inspecting Officers will gain wider views and much general and technical knowledge, which may assist them and improve the quality of their work. If successful the scheme will be extended.

11. A large sum of money as a special grant was sanctioned by Government for the supply of books and educational appliances to various classes of middle and primary schools during the year under report.

CALCUTTA,
The 9th October 1904.

A. PEDLER, F.R.S., C.I.E.,
Director of Public Instruction, Bengal.

APPENDICES.

APPENDIX TABLE 1.

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1903-1904.

Class of School.	Number of schools.	Average roll-number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll-number.	Average yearly cost of each pupil— To public funds.	Average yearly cost of each pupil— Total.	Percentage of public fund expenditure to total cost.
1	2	3	4	5	6	7	8
High English Schools for Boys.					Rs. A. P.	Rs. A. P.	
Under Public Management.							
Managed by Government	50	266	215	80·83	13 12 10	37 8 6	36·8
Ditto by District or Municipal Boards	5	411	325	79·08	4 12 5	26 6 10	18·1
Under Private Management.							
Aided by Government or by District or Municipal Boards	233	180	139	77·2	2 5 6	19 0 2	12·3
Unaided	267	227	177	78	...	16 12 4	...
Total High Schools for boys	555	213	165	77·4	...	20 1 2	...
Middle English Schools for Boys.							
Under Public Management.							
Managed by Government	6	77	65	84·4	19 2 9	25 5 11	75·6
Ditto by District or Municipal Boards	35	82	65	79·3	3 14 8	10 7 2	37·5
Under Private Management.							
Aided by Government or by District or Municipal Boards	677	71	57	80·3	2 15 5	11 6 5	25·99
Unaided	285	68	53	77·9	...	8 6 1	...
Total Middle English Schools for boys ...	1,003	71	56	78·9	...	10 10 0	...
Middle Vernacular Schools for Boys.							
Under Public Management.							
Managed by Government	17	58	44	75·9	6 5 5	8 8 8	74·2
Ditto by District or Municipal Boards	146	55	44	80	4 12 10	8 10 3	55·6
Under Private Management.							
Aided by Government or by District or Municipal Boards	633	53	43	81·1	2 9 4	7 15 10	32·3
Unaided	88	58	47	81	....	6 1 3	...
Total Middle Vernacular Schools for boys ...	884	54	43	79·6	...	7 14 6	...
Upper Primary Schools for Boys.							
Under Public Management.							
Managed by Government	119	38	28	73·7	1 10 7	1 15 11	83·
Ditto by District or Municipal Boards	10	30	25	83·3	4 4 1	5 8 9	76·7
Under Private Management.							
Aided by Government or by District or Municipal Boards	4,624	42	34	81	1 7 5	3 9 7	46·7
Unaided	92	39	30	76·9	...	2 14 0	...
Total Upper Primary Schools for boys ...	4,845	41	33	80·5	...	3 8 10	...
Lower Primary Schools for Boys.							
Under Public Management.							
Managed by Government	3	16	14	87·8	4 14 11	4 14 11	100·0
Ditto by District or Municipal Boards	8	44	36	81·8	3 2 8	4 3 5	75·2
Under Private Management.							
Aided by Government or by District or Municipal Boards	35,331	26	21	80·8	0 14 8	2 11 1	33·08
Unaided	8,906	18	15	83·3	...	1 13 8	...
Total Lower Primary Schools for boys ...	44,248	24	19	79·2	...	2 9 1	...

APPENDIX TABLE 2.

Comparative statement showing the percentage of boys at school to boys of school-going age, district by district.

Position in 1902-1903.	Position in 1903-1904.	District.	Male population.	Number of boys of school-going age.	Number of boys at School.		Percentage of boys at school to boys of school-going age.	
					1902-1903.	1903-1904.	1902-1903.	1903-1904.
1	2	3	4	5	6	7	8	9
3	1	Chittagong	641,392	96,209	50,126	57,761	52·1	60·3
4	2	Howrah	439,525	65,928	34,282	38,915	52·0	59·0
2	3	Noakhali	568,777	85,316	45,205	48,418	52·9	57·5
1	4	Hooghly	528,279	79,241	42,510	43,667	53·7	55·2
6	5	24-Parganas	1,092,908	163,936	74,757	79,860	45·6	48·7
5	6	Midnapore	1,390,283	208,534	97,105	101,760	46·5	48·5
7	7	Backergunge	1,175,903	176,385	78,362	81,111	44·4	45·9
8	8	Bankura	549,484	82,422	35,072	37,622	42·5	44·5
11	9	Tippera	1,055,989	162,898	65,738	71,815	40·4	44·0
12	10	Burdwan	764,742	114,711	46,073	47,171	40·1	41·1
9	11	Birbhum	444,689	66,703	27,661	27,170	41·4	40·7
14	12	Cuttack	995,409	149,311	58,172	60,084	38·9	40·2
13	13	Calcutta	562,596	84,389	33,099	33,472	39·2	39·6
18		Dacca	1,312,417	196,862	74,070	77,950	37·6	
10	15	Balasore	517,543	77,631	31,541	30,034	40·6	38·7
19	16	Faridpur	970,164	145,525	42,190	51,518	28·9	35·4
15	17	Khulna	653,470	98,020	33,406	33,997	34·1	34·6
16	18	Patna	804,583	120,687	40,212	41,099	33·3	34·6
17	19	Singhbhum	302,425	45,364	14,551	15,165	32·0	34·0
20	20	Puri	506,839	76,026	22,488	24,342	29·5	33·4
21	21	Jessore	914,204	137,130	37,395	42,663	27·2	32·01
23	22	Bogra	437,349	65,602	16,581	18,130	25·2	31·1
22	23	Angul	95,935	14,390	3,884	3,842	26·9	27·6
26	24	Nadia	827,509	124,126	29,257	31,527	23·5	26·6
25	25	Manbhum	653,336	98,000	23,134	24,751	23·6	25·4
27	26	Gaya	1,011,271	151,691	25,706	37,824	23·5	25·2
28	27	Pabna	709,396	106,409	23,942	26,112	22·5	25·0
24	28	Murshidabad	653,346	98,001	24,183	23,792	24·6	24·5
33	29	Malda	437,639	65,646	12,802	14,814	19·5	24·2
31	30	Rangpur	1,125,109	168,766	33,826	37,576	20·0	22·5
30	31	Mymensingh	2,014,805	302,221	60,440	67,087	19·9	22·3
29	32	Ranchi	577,180	86,577	19,015	19,074	21·9	22·2
35	33	Jalpaiguri	422,877	63,432	12,143	13,013	19·1	22·0
39	34	Rajshahi	741,690	111,253	20,028	22,415	18·0	20·5
34	35	Dinajpur	823,972	123,596	24,054	24,761	19·4	20·2
40		Darbhanga	1,416,474	212,471	38,110	42,545	17·9	20·0
37	37	Santhal Parganas	896,373	134,456	26,157	25,970	18·7	
32	38	Hazaribagh	570,122	85,518	16,745	16,424	19·5	19·3
36	39	Monghyr	1,011,580	151,737	28,735	28,713	18·9	19·2
41	40	Darjeeling	133,005	19,951	3,406	3,731	17·5	18·9
38	41	Shahabad	936,544	140,481	25,504	26,218	18·1	18·7
43	42	Bhagalpur	1,027,535	154,130	25,085	27,817	16·3	18·6
42	43	Muzaffarpur	1,318,547	197,782	33,520	35,013	16·9	18·0
45	44	Saran	1,095,288	164,293	24,433	26,195	14·87	17·7
48	45	Purnea	958,452	143,768	18,779	23,095	13·0	16·9
44	46	Palamau	306,203	45,930	7,442	7,304	16·0	16·0
47	47	Chittagong Hill Tracts	68,238	10,236	1,502	1,574	14·6	15·9
49	48	Orissa Tributary Mahals	969,973	145,496	18,136	22,108	12·4	15·3
46	49	Champaran	885,607	132,841	19,131	18,627	14·85	14·1

APPENDIX TABLE 3.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division, for the years 1902-1903 and 1903-1904.

Division.	Number of pupils in public institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1902-1903.	1903-1904	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	908	982	49,735	49,912	248,083	268,748	1,780	2,072	300,506	321,714
Presidency ...	284	427	41,147	42,514	171,921	186,777	1,077	1,469	214,429	231,187
Calcutta ...	6,336	6,525	19,731	18,816	16,045	16,956	2,834	3,227	44,946	45,464
Rajshahi ...	276	238	20,638	21,493	117,724	129,621	1,165	1,454	139,803	152,806
Dacca ...	1,524	1,248	49,780	53,174	191,828	218,976	4,422	4,794	247,554	278,192
Chittagong ...	228	181	20,877	22,469	126,647	146,168	1,970	2,580	149,722	171,458
Patna ...	553	544	15,529	15,712	177,400	190,798	2,486	2,922	195,968	209,976
Bhagalpur ...	221	179	9,709	9,974	99,473	111,550	882	677	110,285	122,380
Orissa ...	169	173	6,877	7,037	110,774	114,629	1,067	1,319	118,887	123,158
Orissa Tributacy Mahals.	...	...	1,574	1,621	17,312	20,048	198	231	19,084	21,900
Chota Nagpur ...	29	21	7,259	7,861	80,330	82,066	676	698	88,294	90,646
European institutions.	...	...	7,394	7,410	938	966	...	8	8,332	8,384
Total ...	10,518	10,518	250,250	257,993	1,358,475	1,487,303	18,557	21,451	1,637,800	1,777,265

APPENDIX TABLE 3—*concluded.*

Division.	Number of pupils in private institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.			
	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	1,384	1,211	189	343	861	939	764	667	3,198	3,160	303,704	324,874
Presidency	217	257	15	56	24	160	204	...	460	473	214,889	231,660
Calcutta	...	...	...	...	1,119	854	1,597	1,874	2,716	2,728	47,662	48,192
Rajshahi	758	622	612	489	605	769	21	264	1,996	2,144	141,799	154,950
Dacca	2,757	2,042	2,630	4,872	25,699	22,454	364	197	31,450	29,565	279,004	307,757
Chittagong	5,204	5,544	211	261	24,006	24,019	697	620	30,118	30,444	172,840	201,902
Patna	11,042	11,829	16,233	14,551	2,271	2,473	566	305	30,112	29,158	226,080	239,134
Bhagalpur	3,661	3,095	4,165	4,441	1,206	1,267	301	667	9,333	9,470	119,618	131,850
Orissa	674	726	5,727	5,267	74	137	97	72	6,572	6,202	125,449	129,360
Orissa Tributary Mahals.	...	...	53	1,396	...	...	...	...	53	1,396	19,137	23,296
Chota Nagpur ...	531	380	157	123	111	148	48	218	847	869	89,141	91,515
European Institutions.	...	...	...	...	...	...	...	...	...	...	8,332	8,384
Total ...	26,228	25,706	29,992	31,799	55,976	53,220	4,659	4,884	116,855	115,609	1,754,655	1,892,874

APPENDIX TABLE 4.

Statement showing in detail the attendance and expenditure in classes of Secondary Schools for Indian boys for the year 1903-1904.

Class of Schools	Number of schools.	Number of pupils on the rolls on the 31st March 1904.	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure from—					Total.
					Public Funds.			Private Funds.		
					Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
High Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	50	13,645	13,296	10,726	1,83,525	...	...	3,07,223	8,280	4,99,028
Do. by District or Municipal Boards	5	2,199	2,056	1,627	2,724	5,283	1,816	42,571	1,943	54,337
Aided by Government, District or Municipal Boards	233	43,326	42,030	32,450	87,526	4,377	6,607	5,62,491	1,38,007	7,99,008
Unaided*	267	63,561	60,729	47,250	...	...	...	7,99,124	2,19,447	10,18,571
Total ...	555	122,731	118,111	92,053	2,73,775	9,660	8,423	17,11,409	3,67,677	23,70,944
Middle English.										
Managed by Government	6	476	462	393	8,858	...	...	2,865	...	11,723
Do. by District or Municipal Boards	35	3,049	2,889	2,280	...	10,518	808	15,259	3,613	30,198
Aided by Government, District or Municipal Boards	677	50,320	48,096	38,476	21,431	1,17,108	4,227	2,56,439	1,49,303	5,48,508
Unaided*	285	20,808	19,399	15,317	...	...	...	68,061	94,529	1,62,590
Total ...	1,003	74,653	70,846	56,466	30,289	1,27,626	5,035	3,42,624	2,47,445	7,53,019
Middle Vernacular.										
Managed by Government	17	1,071	995	754	6,010	...	300	1,826	368	8,504
Do. by District or Municipal Boards	146	8,699	8,090	6,495	10	38,528	328	25,997	5,042	69,905
Aided by Government, District or Municipal Boards	633	35,886	33,831	27,328	37,763	47,028	2,637	1,24,739	58,245	2,70,412
Unaided*	88	5,450	5,104	4,114	...	...	...	12,677	18,367	31,044
Total ...	884	51,106	48,020	38,691	43,783	85,556	3,265	1,65,239	82,022	3,79,865
Grand Total ...	2,442	248,490	236,977	187,210	3,47,847	2,22,842	16,723	22,19,272	6,97,144	35,03,828

* Includes schools in Native States.

APPENDIX TABLE 5.

Statement showing the qualifications of Teachers in Government, Aided and Unaided High Schools for Boys and Girls during the year 1903-1904.

Class of Schools.			Number of schools.	Number of teachers employed.	Holders of Certificates of: M. A.	B. A.	F. A.	Entrance.	Vernacular mastership. First grade.	Vernacular mastership. Lower grade.	Guru Training School.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title examination.	Madrasah Central examination.	Other examinations.	Holding no certificate.	Number of vacancies which occurred during the year.
High English	Government	M.	55	864	51	163	147	179	61	...	3	5	14	...	...	56	36	51	98	93
		F.	2	23	1	5	5	3	3	...	...	...	...	...	...	...	...	1	5	2
	Aided	M.	233	2,450	37	344	422	514	195	30	10	81	103	8	3	173	50	52	428	336
		F.	6	42	...	4	7	10	4	...	...	...	2	3	1	...	...	4	7	3
	Unaided	M.	267	3,081	60	472	579	625	126	25	8	103	133	13	2	247	82	62	544	374
		F.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ...	M.	555	6,395	148	979	1,148	1,318	382	55	21	189	250	21	5	476	168	165	1,070	803
		F.	8	65	1	9	12	13	7	...	...	...	2	3	1	...	...	5	12	5
Grand Total ...			563	6,460	149	988	1,160	1,331	389	55	21	189	252	24	6	476	168	170	1,082	808

N.B. { M—stands for schools for males. F—stands for schools for females.

APPENDIX TABLES (6 and 7 combined).

Statement showing the amount of direct and indirect Expenditure incurred from public funds on Primary Education for Indian Pupils in the Lower Provinces of Bengal for 1903-1904.

	Number of		Expenditure from— Public Funds.			Private Funds.		Total of Public Funds.	Total of Private Funds.
	Schools.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions and other sources.		
1	2	3	4	5	6	7	8	9	10
Primary Schools (Government and aided):			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For boys ... ... Upper	4,753	211,773	51,071	2,24,211	17,744	3,30,417	84,931	2,93,026	4,1
... Lower	35,342	993,689	1,06,657	6,73,428	47,061	13,85,800	2,87,034	8,27,146	16,7
Total ...	40,095	1,205,462	1,57,728	8,97,639	64,805	17,16,217	3,71,965	11,20,172	20,8
For girls ... ... Upper	202	8,768	28,628	4,927	4,148	9,494	59,490	37,703	6
... Lower	3,636	71,667	36,555	74,606	6,338	8,608	82,054	1,17,499	9
Total ...	3,838	80,435	65,183	79,533	10,486	18,102	1,41,544	1,55,202	1,5
Total for all Primary Schools (including Government, aided or unaided)	53,745	1,486,337	2,22,911	9,77,172	75,291	19,82,165	5,95,335	12,75,374	25,7
Proportionate expenditure of the Primary Departments of all secondary schools for Indian pupils	...	...	1,22,704	1,03,930	9,407	7,00,690	2,51,508	2,36,041	9,52
Grand Total of *Direct Expenditure* on Primary Education for Indian pupils (male and female)	...	...	3,45,615	10,81,102	84,698	26,82,855	8,46,843	15,11,415	35,29
Indirect Expenditure.									
(1) Charges for abolished primary schools (including Primary Fund schools)	...	...	2,525	21,566	1,271	...	...	25,362	...
(2) Charges for buildings and furniture for primary schools, or for Technical or any other schools paid from Primary Funds	...	...	44,840	25,338	3,152	...	...	73,330	...
(3) Charges for subordinate Inspecting agency	...	...	8,842	1,06,804	3,770	...	...	1,19,416	...
(4) Lower Primary scholarships (including other scholarships paid from Primary Fund)	...	...	3,399	30,396	788	...	...	34,583	...
(5) Miscellaneous charges incurred on Primary education, including charges incurred from primary allotments, such as purchase of prize-books, grants to Technical schools, money-order commissions, &c.	...	...	7,955	55,272	3,780	...	...	67,007	...
(6) Charges for the conduct of Lower Primary Scholarship Examination	...	...	906	14,694	15	...	...	15,615	...
(7) Add 80 per cent. of actual charges for Sub-Inspectors	...	...	15,688	2,06,818	624	...	...	2,23,131	...
Total of Indirect Expenditure from public funds ...	...	...	84,155	4,60,888	13,401	...	...	5,58,444	...
Grand total of direct and indirect expenditure from public funds	...	...	4,29,770	15,41,990	98,099	...	...	20,69,859	...

APPENDIX TABLE 8.

Statement showing the expenditure from the Grants for Primary Education under the Department and the District and Municipal Boards and the general Progress of Primary Education during the year 1903-1904.

DISTRICT.	Population (Census of 1901.)	Amount paid in subsistence allowance.	Amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of pupils* passed				Of the pupils in Primary Schools during 1903-1904.				Remarks.
					Upper primary scholarship examination.		Lower primary scholarship examination.		The number in Standard I class.		The number in the third year of infant class.		
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Burdwan Division.		Rs.	Rs.	Rs.									
Burdwan	1,532,475	12,822	16,011	28,833	432	7	1,882	32	7,434	385	7,320	969	
Birbhum	902,280	8,428	3,523	11,951	355	4	1,063	22	3,413	63	3,171	172	
Bankura	1,116,411	18,401	3,546	21,947	427	3	1,797	48	6,767	347	5,282	367	
Midnapore	2,789,114	26,470	31,179	57,649	587	18	2,700	65	21,021	1,423	3,069	2,488	
Hooghly	1,049,282	17,952	5,861	23,813	170	8	1,100	32	5,522	224	10,215	657	
Howrah	850,514	11,173	5,244	16,417	128	10	816	29	5,298	486	10,106	584	
Total ...	8,240,076	95,246	65,364	1,60,610	2,099	50	9,358	228	49,455	2,928	39,163	5,237	
Presidency Division.													
24-Parganas	2,078,340	24,218	18,243	42,461	127	11	1,855	55	Not furnished.				
Nadia	1,667,491	24,571	1,294	25,865	91	19	1,009	29					
Murshidabad	1,333,184	12,322	5,952	18,274	144	6	1,178	27					
Jessore	1,813,274	12,681	11,393	24,074	106	1	1,361	33					
Khulna	1,253,043	16,343	4,123	20,466	83	...	957	52					
Total ...	8,145,332	90,135	41,005	1,31,140	551*	37	6,360	196	...	...	...	...	
Calcutta	847,796	9,614	7,694	17,308	34	163	239	159	Not furnished.				
Rajshahi Division.													
Rajshahi	1,462,407	15,309	11,555	26,864	197	...	875	14	2,812	42	3,758	128	
Dinajpur	1,567,080	9,415	11,551	20,966	107	...	764	13	2,779	53	3,826	120	
Jalpaiguri	787,380	12,209	3,817	16,026	39	3	339	17	2,053	93	4,106	186	
Darjeeling	249,117	13,311	...	13,311	8	...	15	...	266	15	442	24	
Rangpur	2,154,181	19,441	14,908	34,349	185	2	1,286	13	2,973	60	3,093	109	
Bogra	854,533	7,199	2,395	9,594	157	...	610	1	2,109	25	2,259	45	
Pabna	1,420,461	19,260	1,415	20,675	219	5	884	12	5,935	315	8,623	483	
Total ...	8,495,159	96,144	45,641	1,41,785	912	10	4,773	70	18,967	603	26,107	1,095	
Dacca Division.													
Dacca	2,649,522	25,699	12,483	38,182	299	6	2,288	94	6,672	470	7,436	896	
Mymensingh	3,915,068	29,495	19,706	49,201	452	2	1,950	42	7,532	297	10,619	1,021	
Faridpur	1,937,646	21,101	4,452	25,553	239	4	1,073	29	5,149	367	6,494	660	
Backergunge	2,291,752	26,170	11,326	37,496	381	21	1,837	84	10,234	742	12,243	1,021	
Total ...	10,793,988	1,02,465	47,967	1,50,432	1,371	33	7,148	249	29,587	1,876	36,792	3,598	
Chittagong Division.													
Tippera	2,117,991	28,197	9,053	37,250	750	7	2,009	53	8,619	643	10,637	1,604	
Noakhali	1,141,723	16,873	4,639	21,512	504	...	1,537	24	5,012	128	8,196	534	
Chittagong	1,353,250	22,060	3,583	25,643	452	2	1,485	57	7,416	817	2,894	520	
Chittagong Hill Tracts ...	124,762	6,062	...	6,062	4	...	33	1	98	15	196	32	
Total ...	4,737,731	73,192	17,275	90,467	1,710	9	5,064	135	21,145	1,603	21,923	2,690	
Patna Division.													
Patna	1,624,985	21,845	7,657	29,502	44	2	883	8	4,681	203	7,108	399	
Gaya	2,049,933	19,427	11,418	30,845	74	...	789	...	4,256	202	5,118	406	
Shahabad	1,962,696	19,149	9,184	28,333	93	...	491	6	2,829	41	4,465	73	
Saran	2,409,509	17,584	11,401	28,985	127	...	554	2	2,602	35	3,893	156	
Champaran	1,790,463	14,336	6,085	20,421	62	...	302	...	2,420	47	4,310	285	
Muzaffarpur	2,754,790	25,817	8,356	34,173	66	...	991	25	3,948	165	5,629	321	
Darbhanga	2,912,611	25,348	9,447	34,795	59	...	809	7	6,259	210	8,700	472	
Total ...	15,514,987	1,43,506	63,548	2,07,054	525	2	4,819	48	27,035	903	39,223	2,112	
Bhagalpur Division.													
Monghyr	2,068,804	24,112	4,041	28,153	72	...	722	27	3,070	171	4,428	361	
Bhagalpur	2,088,953	16,428	7,000	23,428	90	1	657	26	2,853	85	5,108	292	
Purnea	1,874,794	23,169	1,500	24,669	63	...	500	16	3,048	365	6,068	1,249	
Malda	884,030	8,796	3,588	12,384	155	...	637	9	1,597	65	2,481	131	
Sonthal Parganas	1,809,737	22,575	3,103	25,678	271	18	1,428	62	3,629	90	4,212	164	
Total ...	8,726,318	95,080	19,232	1,14,312	651	19	3,944	140	14,197	776	22,297	2,197	
Orissa Division.													
Cuttack	2,062,758	24,593	6,072	30,665	130	5	726	43	10,698	369	14,135	684	
Balasore	1,071,197	17,247	432	17,679	75	1	240	33	3,457	329	9,269	1,033	
Angul	191,911	5,187	775	5,962	23	...	105	11	391	11	915	80	
Puri	1,017,284	16,767	1,416	18,183	58	1	391	30	2,577	176	4,376	378	
Total ...	4,343,150	63,794	8,695	72,489	286	7	1,462	117	17,123	885	28,695	2,175	
Orissa Tributary Mahals ...	1,947,802	8,640	3,360	12,000	103	...	421	25	2,611	111	5,231	278	
Chota Nagpur Division.													
Hazaribagh	1,177,961	17,465	3,777	21,242	53	2	520	15	1,824	84	3,424	331	
Ranchi	1,187,925	20,504	4,390	24,894	46	6	373	39	2,287	183	4,369	466	
Palamau	619,600	10,035	2,953	12,988	35	...	253	7	536	35	782	96	
Manbhum	1,301,364	21,133	24	21,157	60	...	720	17	5,003	185	7 213	645	
Singhbhum	613,579	15,028	...	15,028	50	4	354	9	1,111	117	1,957	214	
Total ...	4,900,429	84,165	11,144	95,309	244	12	2,220	87	10,761	604	17,745	1,752	
Grand Total for 1903-1904	76,692,768	8,61,981	3,30,925	11,92,906	8,486	342	45,808	1,454	190,881	10,289	237,176	21,134	
Grand Total for 1902-1903	76,692,668	7,79,428	4,30,404	12,09,832	7,072	215	40,633	1,275	...	...	...	...	

* Excludes private students.

APPENDIX TABLE 9.

Statement showing the attendance and expenditure of Upper Primary Schools for Indian boys for 1903-04.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1904.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Private Funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	119	4,861	4,525	3,300	7,208	50	339	1,351	90	9,038
Do. by District or Municipal Boards	10	299	246	179	...	668	380	173	144	1,365
Aided by Government or District or Municipal Boards	4,624	206,613	193,685	155,157	43,863	2,23,493	17,025	3,28,893	84,697	6,97,971
Unaided*	92	3,836	3,561	2,824	...	...	...	5,543	4,696	10,239
Total for 1903-04	4,845	215,609	202,017	1,61,460	51,071	2,24,211	17,744	3,35,960	89,627	7,18,613
Total for 1902-03	4,546	195,251	184,198	144,208	44,622	2,28,156	16,318	3,12,404	84,693	6,86,193

* Including school in Native States.

APPENDIX TABLE 10.

Statement showing in detail the attendance and expenditure of Lower Primary Schools for Indian boys for 1903-04.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1904.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Private Funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	3	47	47	41	218	14	...	...	...	232
Do. by District or Municipal Boards	8	373	354	289	...	626	496	371	...	1,493
Aided by Government or District or Municipal Boards	35,331	993,269	926,968	746,046	1,06,439	6,72,788	46,565	13,85,429	2,87,034	24,98,255
Unaided *	8,906	182,699	161,859	135,137	...	...	...	2,40,361	60,003	3,00,364
Total for 1903-04	44,248	1,176,388	1,089,228	881,513	1,06,657	6,73,428	47,061	16,26,161	3,47,037	28,00,344
Total for 1902-03	42,870	1,091,162	992,565	805,740	1,13,561	6,98,719	43,122	15,35,372	3,70,996	27,61,770

* Including schools in Native States.

APPENDIX TABLE 11.

Statement showing results of the first-grade Training Schools for 1903-1904.

Name of School.	Second grade Certificate. Candidates examined.	Number passed. High.	Medium.	Low.	Total.	First grade Certificate. Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Total. Candidates examined.	Passed.	Percentage of success.	Percentage of success 1902-03.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Calcutta	66	4	23	2	29	20	3	15	...	18	86	47	54·6	61·1
Hooghly	82	7	44	...	51	22	1	12	...	13	104	64	61·5	51·1
Dacca	52	3	19	...	22	20	4	9	...	13	72	35	48·6	52·2
Chittagong	25	1	13	...	14	10	1	5	...	6	35	20	57·1	73·1
Rangpur	28	...	14	3	17	17	...	8	2	10	45	27	60	82·3
Krishnagar C. M. S. (aided)	9	...	3	1	4	6	1	1	...	2	15	6	40	70
Total ...	262	15	116	6	137	95	10	50	2	62	357	199	56	60·5
Patna	55	1	18	2	21	13	...	9	...	9	68	30	44·1	57·1
Ranchi	12	2	2	...	4	2	1	1	...	2	14	6	42·8	100·
Cuttack	29	1	19	4	24	3	...	3	...	3	32	27	84·4	66·6
Total ...	96	4	39	6	49	18	1	13	...	14	114	63	55·2	67·8
Grand Total ...	358	19	155	12	186	113	11	63	2	76	471	262	55·8	61·4
Grand Total for 1902-1903	184	15	90	21	126	137	12	44	15	71	321	197	...	...

Twenty-four private candidates appeared for the 1st and 2nd grade certificates of whom 8 were successful.

APPENDIX TABLE 12.

Showing the results of the English Teachership Examination for 1903-1904.

Name of centre.	First grade.		Second grade.		Third grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7	8	9
Calcutta ...	3	3	1	1	...	...	4*	4*

* All are private candidates.

APPENDIX TABLE 13.

Statement showing qualifications of Teachers in Government, Aided and Unaided, Middle and Upper Primary Schools for boys and girls during the year 1902-1903.

Class of School.	Number of schools.	Number of teachers employed.	Holders of certificates.														Holding no certificate.	Number of vacancies which occurred during the year.	Remarks.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. Final Examination.	Vernacular Mastership. Lower grade examination.	Guru-training school.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title Examination.	Madrasah Central Examination.	Other examinations.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Middle English.																			
1. Burdwan	271	1,173	...	...	55	245	217	48	15	134	204	15	7	5	4	3	221	114	
2. Presidency	162	705	...	1	46	160	99	27	22	91	83	9	3	...	...	6	158	77	
3. Calcutta	13	87	...	1	11	11	22	3	1	5	8	...	...	3	3	3	16	3	
4. Rajshahi	105	409	...	...	34	89	86	18	...	54	64	6	4	...	...	1	53	46	
5. Dacca	193	804	...	...	24	193	148	33	1	77	160	27	9	3	4	...	125	101	
6. Chittagong ...	82	335	..	...	15	72	74	11	...	23	82	14	1	...	7	...	36	26	
7. Patna	45	195	...	...	5	38	37	12	2	15	36	5	7	...	1	2	35	21	
8. Bhagalpur	36	157	...	...	7	30	27	6	4	9	37	6	11	...	...	...	20	24	
9. Orissa	45	197	1	...	5	31	37	6	6	37	35	7	1	1	...	1	29	31	
10. Orissa Tributary Mahals.	14	62	...	...	...	10	6	2	4	8	15	7	...	...	...	...	10	6	
11. Chota Nagpur ...	37	167	...	1	4	34	20	15	2	18	23	6	8	1	...	1	34	9	
Total ...	1,003	4,291	1	3	206	913	773	181	57	471	747	102	51	13	19	17	737	458	
Middle Vernacular.																			
1. Burdwan	137	471	...	...	4	50	129	20	8	40	141	8	1	...	...	1	69	41	
2. Presidency	165	537	...	...	10	56	109	21	14	37	172	10	1	2	1	...	104	61	
3. Calcutta	8	45	...	...	3	7	10	2	...	3	7	...	...	2	...	...	11	3	
4. Rajshahi	105	269	...	...	1	18	79	18	3	16	99	9	1	...	1	...	24	32	
5. Dacca	202	528	...	...	2	53	124	23	1	35	186	25	4	...	1	...	74	41	
6. Chittagong	101	291	...	...	1	18	65	19	...	10	131	11	2	...	1	...	33	17	
7. Patna	49	156	...	...	1	3	66	13	3	6	49	3	4	...	...	...	8	10	
8. Bhagalpur ...	43	163	...	...	1	10	36	14	3	3	64	8	7	...	...	...	17	19	
9. Orissa	36	127	...	...	...	3	30	2	13	10	42	10	2	2	...	2	11	14	
10. Orissa Tributary Mahals.	4	11	...	...	...	...	4	...	...	...	6	...	...	...	...	...	1	...	
11. Chota Nagpur ...	32	103	...	...	...	4	30	6	2	1	41	6	7	...	...	...	6	11	
Total ...	884	2,701	...	...	23	222	682	138	47	161	938	90	29	6	4	3	358	249	
Add Total for Middle Schools for girls ...	21	84	...	1	1	6	9	2	...	9	16	12	2	...	...	6	20	4	
Grand Total for Middle Schools, 1903-1904 ...	1,908	7,076	1	4	230	1,141	1,464	321	104	641	1,701	204	82	19	23	26	1,115	711	
Grand Total for 1902-1903	1,919	6,930	2	7	221	1,081	1,654	164	92	622	1,636	217	62	21	13	18	1,120	781	
Upper Primary.																			
1. Burdwan	1,004	1,368	...	...	...	12	7	37	18	141	629	259	57	4	...	...	204	53	
2. Presidency	560	842	...	1	...	9	21	17	40	97	304	99	46	...	...	1	207	61	
3. Calcutta	21	59	...	...	...	4	1	6	...	4	18	2	..	...	...	..	24	2	
4. Rajshahi	532	866	...	...	...	3	14	11	15	64	390	225	83	...	...	...	61	72	
5. Dacca	994	1,601	...	...	...	27	24	26	5	159	680	311	118	...	18	...	233	131	
6. Chittagong	578	900	...	...	...	3	10	10	3	38	516	196	42	...	8	..	74	37	
7. Patna	285	529	...	...	...	1	10	30	7	20	241	115	77	1	...	...	27	55	
8. Bhagalpur	353	611	...	...	...	1	6	12	5	29	269	179	84	...	1	...	25	41	
9. Orissa	281	522	...	...	...	...	11	9	50	37	186	124	54	2	...	...	49	71	
10. Orissa Tributary Mahals.	66	104	...	...	...	...	2	...	6	8	46	28	2	..	...	...	12	6	
11. Chota Nagpur ...	184	367	...	...	...	1	5	15	11	32	122	78	66	...	...	4	33	29	
Total for 1903-1904 ...	4,858	7,769	...	1	...	61	111	173	160	629	3,401	1,616	629	7	27	5	949	558	
Total for Upper Primary Schools for 1902-1903	4,735	7,336	...	2	3	54	207	133	151	566	3,165	1,410	522	13	25	26	1,059	572	

APPENDIX TABLE 14.

Statement showing the attendance and expenditure of the institutions teaching Engineering and Surveying for 1903-1904.

Name of institutions.	Number of institutions.	Number of pupils on the 31st March 1904.	Average monthly roll number.	Expenditure— From public funds. From Provincial revenues.	From District funds.	From Municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
Engineering College.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Civil Engineering College, Sibpur	1	361	347	1,28,523	...	...	23,052	...	1,51,575	370 6 1	436 13 0
Government and Aided Survey and Engineering Schools.											
1. Dacca Survey School	1	117	145	15,283	...	...	3,343	807	19,433	105 6 4	134 0 4
2. Cuttack ,, ,, ...	1	88	87	3,990	...	...	1,150	...	5,140	45 13 9	59 1 3
3. Bihar School of Engineering ...	1	120	128	32,154	...	...	1,597	1,793	35,544	251 3 3	277 11 0
4. Angul Survey School (aided) ...	1	24	21	403	...	...	17	...	420	19 3 0	20 0 0
Total Survey Schools ...	4	349	381	51,830	...	...	6,107	2,600	60,537	136 0 7	158 14 3
Grand Total ...	5	710	728	1,80,353	...	...	29,159	2,600	2,12,112	247 11 9	291 10 2

APPENDIX TABLE 15.

Statement showing the attendance and expenditure of the institutions teaching Arts and Industry during the year 1903-1904.

Name of School.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1904.	Average monthly number on the rolls.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. Cost to public funds.	Total cost.
Art, Industry, Agriculture and Commerce.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government School of Art ...	1	241	195	39,880	...	...	5,810	...	45,690	204 8 0	234 4 10
2. Unaided Schools of Art in Calcutta	3	182	170	...	...	...	4,634	7,042	11,676	...	68 9 7
Total ...	4	423	365	39,880	...	...	10,444	7,042	57,366	109 4 2	157 2 8
Government Industrial School.											
1 Ranchi Industrial School ...	1	52	54	2,761	...	...	...	425	3,186	51 2 0	59 0 0
Board Industrial School.											
1. Burdwan Technical School ...	1	36	33	...	1,650	240	434	511	2,835	57 4 4	85 14 7
2. Rangpur ,, ,, ...	1	101	100	1,488	1,944	...	1,201	870	5,503	34 5 1	55 0 6
3. Boalia D. J. Sericultural School ...	1	10	12	257	529	...	...	...	786	65 8 0	65 8 0
4. Pabna Technical School ...	1	91	103	1,276	568	44	2,612	1,458	5,958	18 5 3	57 13 6
5. Kasikisore ,, ,, (Mymensingh)	1	13	9	...	1,242	...	...	1,149	2,391	138 0 0	265 10 8
6. Elliott Artizan School, Comilla ...	1	49	71	...	4,498	...	1,813	1,693	8,004	63 5 7	112 11 8
Total ...	6	300	328	3,021	10,431	284	6,060	5,681	25,477	41 14 1	77 10 9
Aided Industrial School.											
Burdwan	1	18	15	1,450	1,647	...	55	354	3,506	206 7 6	233 11 9
Presidency	1	16	17	360	...	...	...	4,573	4,933	...	...
Calcutta	1	47	48	360	...	...	...	13,390	13,750	7 5 0	286 6 5
Orissa	2	44	42	...	350	...	14	826	1,190	8 5 4	28 5 4
Chota Nagpur	10	218	210	732	592	...	...	3,515	4,839	6 5 0	23 0 8
Total ...	15	343	332	2,902	2,589	...	69	22,658	28,218	16 8 8	84 15 11
Unaided Industrial Schools.											
Presidency	2	67	46	...	...	...	768	864	1,632	...	...
Chota Nagpur	3	44	42	...	...	...	...	60	60	...	...
Total ...	5	111	88	...	...	...	768	924	1,692	...	19 3 8
Grand Total of Industrial Schools ...	27	806	802	8,684	13,020	284	6,129	30,456	58,573	27 6 8	73 0 2
Agriculture.											
The Agricultural class attached to the Civil Engineering College, Sibpur.	1	25	23	7,432	...	...	483	...	7,915	323 2 1	344 2 1
Seri-Agricultural School (Midnapur) ...	1	8	7	...	148	...	...	64	212	21 2 3	30 4 7
Total ...	2	33	30	7,432	148	...	483	64	8,127	252 10 8	270 14 5
Unaided Commercial Schools in Calcutta	3	295	260	...	...	...	14,020	...	14,020	...	53 14 5
Grand Total ...	36	1,557	1,457	55,996	13,168	284	31,076	37,562	1,38,086	47 10 8	94 12 5

APPENDIX TABLE 16.

Statement showing the attendance and expenditure of Secondary and Primary Schools for Indian girls for 1903-1904.

Class of School.	Number of schools.	Number on the rolls on 31st March 1904.	Average monthly roll number.	Average daily attendance.	Expenditure— From public funds. Provincial Revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees.	From private funds. Other sources.	From private funds. Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	3	329	309	215	22,081	36	...	3,897	620	26,634
Ditto by District or Municipal Boards.	1	48	34	25	...	369	60	31	149	609
Aided by Government or by District or Municipal Boards.	3,855	81,842	75,177	57,653	83,267	79,745	11,959	31,825	1,59,105	3,65,901
Unaided*	822	14,214	12,963	10,614	...	...	...	2,681	21,306*	23,987
Total for 1903-1904 ...	4,681	96,433	88,483	68,507	1,05,348	80,150	12,019	38,434	1,81,180	4,17,131
						1,97,517		2, 9,614		
Do. for 1902-1903 ...	3,430	73,283	67,426	51,317	92,812	65,464	10 333	32,891	1,79,886	3,81,386
						1,63,609		2,12,777		
Do. for 1901-1902 ...	2,682	59,174	55,018	41,531	81,592	39,759	10,211	30,967	1,88,173	3,50,702
						1,31,562		2,19,140		
Do. for 1900-1901 ...	2,644	57,426	56,714	40,028	85,005	38,046	9,518	34,225	1,67,027	3,33,821
						1,32,569		2,01,252		
Do. for 1899-1900 ...	...	...	...	...	88,458	37,828	9,378	34,011	1,36,976	3,06,651
						1,35,664		1,70,987		

* Including Rs. 204 from Native State revenues.

APPENDIX TABLE 17.

A comparative statement showing the amount of expenditure incurred on European Education for 1902-1903 and 1903-1904.

	1902-1903. Government Expenditure.	1902-1903. Total Expenditure.	1903-1904. Government Expenditure.	1903-1904. Total Expenditure.
1	2	3	4	5
Direct Expenditure.	Rs.	Rs.	Rs.	Rs.
Training College	5,554	5,554	3,442	3,442
Government Schools (Secondary)	28,543	40,766	28,658	40,137
Secondary Schools	(a)1,55,160	9,06,803	(b)1,57,408	5,51,657
Primary Schools	15,842	58,506	17,621	52,885
Pupil Teachers	400	400	600	600
Total ...	2,05,499	10,12,029	2,07,729	6,48,719
Indirect Expenditure.				
Boarding Charges	(c)20,141	5,11,154	(d)19,807	6,95,719
Building and Furniture	(e)62,153	2,81,234	(f)77,004	2,29,815
Scholarships	7,300	7,300	7,772	7,772
Cadets	6,480	7,020	7,716	7,919
Annual Examination	(g)2,183	6,771	(h)1,406	5,796
Superintendence	17,515	17,515	15,255	15,255
Total ...	1,15,772	8,30,994	1,28,960	9,62,276
Grand Total ...	3,21,271	18,43,023	3,36,689	16,10,995

(a) This amount includes a special Government grant of Rs. 20,000 and Rs. 1,950 for the College Department or St. Paul's School, Darjeeling, not paid through the office of the Inspector of European Schools.
(b) This amount includes a special Government grant of Rs. 20,000 and Rs. 1,650 for the College Department of St. Paul's School, Darjeeling, not paid through the office of the Inspector of European Schools.
(c) Appropriated as follows :—Rs. 1,944 by the Training College, Rs. 10,607 by the Victoria School and Rs. 7,590 by the Dow Hill School.
(d) Appropriated as follows :—Rs. 1,944 by the Training College, Rs. 11,890 by the Victoria School and Rs. 5,973 by the Dow Hill School.
(e) This amount includes a building grant of Rs. 25,000 to the Diocesan Girls' High School, Darjeeling. It also includes Rs. 4,000 expended by the Training College on miscellaneous items.
(f) This amount includes Rs. 4,462 spent for furniture by the Training College at Kurseong.
(g) The remuneration to the Superintendents for 1901 was paid in 1902.
(h) This amount includes Rs. 50 for the previous year.

APPENDIX TABLE 18.

Statement showing the number of Muhammadan pupils in different classes of Institutions during 1902-1903 and 1903-1904.

Class of Institutions.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1902-1903.	1903-1904.	1902-1903.	1903-1904.	1902-1903.	1903-1904.
Public Institutions.						
Arts Colleges	8,030	8,009	477	463	5·9	5·8
Professional Colleges	2,488	2,509	119	111	4·8	4·4
High schools	122,737	126,329	14,356	14,642	11·7	11·6
Middle English schools	74,943	79,265	11,505	13,021	15·3	16·4
,, Vernacular schools ...	52,570	52,399	9,816	10,458	18·7	20
Upper primary schools	204,549	225,519	50,983	57,963	27·3	28·6
Lower ,, ,, ...	1,153,926	1,261,784	319,778	367,783		
Training schools	1,456	2,234	80	249	5·5	11·1
Technical ,, ...	12,192	13,049	809	666	6·6	5·1
Madrasahs	4,909	6,168	4,892	6,081	99·6	98·5
Total ...	1,637,800	1,777,265	412,815	471,442	25·2	26·5
Private Institutions.						
Advanced	26,228	25,706	15,185	15,113	57·8	58·8
Elementary, teaching Vernacular...	29,992	31,799	5,274	6,362	17·6	20·0
Teaching the Koran only	55,976	53,220	55,976	53,218	100	100
Other schools not conforming to departmental standards.	4,659	4,884	365	648	7·8	13·9
Total ...	116,855	115,609	76,800	75,341	65·7	65·1
Grand Total ...	1,754,655	1,892,874	489,615	546,783	27·9	28·8

GENERAL STATISTICS.

EDUCATION—GENERAL TABLE I.

Abstract Statement of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the Official year 1903-1904.

(For details, see General Table III.)

AREA AND POPULATION.				PUBLIC INSTITUTIONS FOR—						
Total area in square miles.	Number of towns and villages.	Population.	Institutions and scholars.	Collegiate education.		School education, general.		School education, special.		Total of public institutions.
				Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	
1	2	3	4	5	6	7	8	9	10	11
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns, including municipalities 186 Villages ... 215,281 Total 215,467	Males ... 38,346,755 Females ... 38,345,913 Total ... 76,692,668* Number of population of school-going age— Males ... 5,752,013 Females ... 5,751,887 Total ... 11,503,900	Institutions. For males ...	43	19	2,465	49,100	137	721	52,485
			Institutions. For females ...	3	...	65	4,666	18	1	4,753
			Institutions. Total ...	46	19	2,530	53,766	155	722	57,238
			Scholars. Males ...	7,927	2,493	252,351	1,340,321	1,543	19,047	1,623,682
			Scholars. Females ...	82	16	5,642	146,982	691	170	153,583
			Scholars. Total ...	8,009	2,509	257,993	1,487,303	2,234	19,217	1,777,265

AREA AND POPULATION.				PRIVATE INSTITUTIONS.			GRAND TOTAL.	PERCENTAGE OF—	
Total area in square miles.	Number of towns and villages.	Population.	Institutions and scholars.	Advanced.	Elementary.	Total of private institutions.			
				12	13	14	15	16	
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns, including municipalities 186 Villages ... 215,281 Total ... 215,467	Males ... 38,346,755 Females ... 38,345,913 Total ... 76,692,668* Number of population of school-going age— Males ... 5,752,013 Females ... 5,751,887 Total ... 11,503,900	Institutions. For males ...	2,092	6,518	8,610	61,095	Institutions to number of towns and villages.	28·35
			Institutions. For females ...	...	252	252	5,005		2·32
			Institutions. Total ...	2,092	6,770	8,862	66,100		30·67
			Scholars. Males ...	25,352	81,580	106,932	1,730,614	Male scholars to male population of school-going age.	30·09
			Scholars. Females ...	354	8,323	8,677	162,260	Female scholars to female population of school-going age.	2·82
			Scholars. Total ...	25,706	89,903	115,609	1,892,874		16*

N.B.—1. A town contains 5,000 inhabitants or upwards; a village contains less than 5,000 inhabitants.
2. The population of school-going age is taken at 15 per cent. of the whole population.
* Including 1,947,802 of the Orissa Tributary Mahals.

EDUCATION—

Abstract Return of Expenditure on Public Instruction in the Lower

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate education.		School education, general.		School education, special.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions ... For males ...	8,30,670	4,29,783	37,99,067	35,42,693	1,13,980	5,69,099	92,85,292
„ females ...	13,007	...	3,80,369	3,63,064	61,565	1,953	8,19,958
Total ...	8,43,677	4,29,783	41,79,436	39,05,757	1,75,545	5,71,052	1,01,05,250
2.—(*a*) Percentage of provincial expenditure, included in columns 2—17, to total provincial expenditure on public instruction	8	10·2	17·8	7·4	3·8	8·9	56·1
(*b*) Percentage of district fund expenditure, included in columns 2—17, to total district fund expenditure on public instruction	...	...	12·80	56·00	·03	1·25	70·08
(*c*) Percentage of municipal fund expenditure, included in columns 2—17, to total municipal fund expenditure on public instruction ...	·14	...	18·10	64·30	·01	3·65	86·20
(*d*) Percentage of total expenditure, included in columns 2—17, to total expenditure on public instruction ...	6·1	3·1	30·1	28·2	1·3	4·1	72·9
3.—AVERAGE* ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions ... Cost to provincial revenues	121 10 10	271 5 6	16 4 4	1 9 11	83 3 7	72 15 2	42 5 7
Cost to district or municipal funds...	...	...	0 0 4	0 1 6	0 7 8	...	0 0 9
Total cost from all sources ...	218 1 6	327 3 3	38 4 6	2 0 6	87 3 8	93 7 2	66 7 11
Municipal and District Board institutions ... Cost to provincial revenues	16 10 8	...	0 3 4	...	...	9 3 4	0 7 6
Cost to district and municipal funds ...	3 5 0	...	4 6 4	4 0 0	...	32 10 8	5 0 6
Total cost from all sources ...	111 2 6	64 10 3	11 13 7	5 7 6	...	77 10 9	13 8 2
Aided institutions ... Cost to provincial revenues	13 3 0	...	2 7 5	0 3 1	29 10 0	4 3 11	0 7 7
Cost to district and municipal funds...	...	...	1 6 10	0 14 1	...	2 5 3	0 15 0
Total cost from all sources ...	99 11 2	...	15 15 9	2 15 8	84 10 6	18 6 3	4 8 7
Unaided institutions—Total cost from all sources.	54 2 8	24 9 0	15 9 3	1 13 1	40 1 1	11 12 9	7 6 7
Total cost to provincial revenues ...	30 14 11	132 6 6	2 5 4	0 2 9	58 11 7	15 9 11	1 1 6
„ municipal or district funds.	0 0 4	...	0 15 11	0 12 3	0 4 4	1 6 8	0 12 9
Total cost from all sources ...	101 8 5	172 7 5	16 15 10	2 13 4	84 12 11	30 14 10	6 1 7

General Table II.

Provinces of Bengal for the official year 1903-1904.

General Table IV.)

Total indirect expenditure on Public Instruction.								Total expenditure on public instruction.	Remarks.
University.	Direction.	Inspection.	Scholarship.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,29,364	89,261	7,14,927	2,50,450	9,32,493	2,79,720	12,63,945	37,60,160	1,38,65,410	
2,29,364	89,261	7,14,927	2,50,450	9,32,493	2,79,720	12,63,945	37,60,160	1,38,65,410	
...	2·8	10·5	5·5	16·4	6	2·7	43·9	100·0	
...	...	20·90	2·00	·40	1·42	5·20	29·92	100·0	
...	...	3·9	·9	1·7	1·9	5·4	13·8	100·0	
1·6	·6	5·1	1·8	6·7	2·0	9·3	27·1	100·0	

* The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

EDUCATION—GEN

Return of Colleges, Schools and Scholars in the Lower

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS													
	UNDER PUBLIC MANAGEMENT.												UNDER	
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Govern or Municipal	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3		5	6	7	8	9	10	11	12	13	14	15
ARTS COLLEGES.														
COLLEGIATE EDUCATION. English	11	1,709	1,928	1,619	1	46	51	37	...	...	...	...	6	1,604
COLLEGES FOR PROFESSIONAL TRAINING.														
Law	7	236	231	151	1	12	14	12	...	...	...	...	...	...
Medicine	1	519	615	591	...	...	...	...	...	...	...	...	...	...
Engineering	1	361	347	290	...	...	...	...	...	...	...	...	...	...
Agriculture	1	25	23	22	...	...	...	...	...	...	...	...	...	...
Total of Colleges	21	2,850	3,144	2,673	2	58	65	49	...	...	...	...	6	1,604
SECONDARY SCHOOLS.														
SCHOOL EDUCATION—GENERAL. *For Boys—*														
High schools ... English	50	13,645	13,296	10,726	5	2,199	2,056	1,627	2	332	299	230	238	44,294
Middle ... English	7	668	653	573	35	3,049	2,889	2,280	17	1,259	1,199	788	689	51,788
Middle ... Vernacular	17	1,071	995	754	146	8,699	8,090	6,495	5	280	251	191	633	35,886
For Girls—														
High schools ... English	2	304	281	191	...	...	...	...	...	...	...	...	12	1,350
Middle ... English	1	76	82	80	...	...	...	...	...	...	...	...	25	2,644
Middle ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	15	1,049
Total Secondary Schools for Boys and Girls	77	15,759	15,307	12,324	186	13,947	13,035	10,402	24	1,871	1,749	1,209	1,612	137,011
PRIMARY SCHOOLS.														
For boys ... Upper Primary	119	4,861	4,525	3,300	10	299	246	179	4	127	129	72	4,630	206,932
For boys ... Lower "	3	47	47	41	8	373	354	289	300	5,363	4,476	3,549	35,332	993,279
Total Primary Schools for Boys	122	4,908	4,572	3,341	18	672	600	468	304	5,490	4,605	3,621	39,962	1,200,211
For girls ... Upper Primary	...	...	...	...	1	48	34	25	...	...	...	...	213	9,290
For girls ... Lower "	1	25	28	24	...	...	...	...	3	65	59	50	3,633	71,635
Total Primary Schools for Girls	1	25	28	24	1	48	34	25	3	65	59	50	3,846	80,925
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	123	4,933	4,600	3,365	19	720	634	493	307	5,555	4,664	3,671	43,808	1,281,136
SCHOOLS FOR SPECIAL INSTRUCTION.														
SCHOOL EDUCATION—SPECIAL. Training Schools—														
(*a*) For masters	125	1,278	1,149	896	...	...	...	...	...	...	...	...	7	267
(*b*) For mistresses	1	8	8	8	...	...	...	...	...	...	...	...	15	614
Schools of Art	1	241	195	182	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	4	741	759	685	...	...	...	...	...	...	...	...	...	...
Engineering or Surveying schools	3	325	360	310	...	...	...	...	...	...	...	...	1	24
Industrial schools	1	52	54	49	6	300	328	265	...	...	...	...	15	343
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	1	8
Other Schools — Madrasahs	6	1,670	1,689	1,261	...	...	...	...	...	...	...	...	26	1,686
Other Schools — Reformatory Schools	2	383	421	405	...	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous schools	1	52	49	35	...	...	...	...	11	160	145	87	272	4,966
Total of Special Instruction	144	4,750	4,684	3,831	6	300	328	265	11	160	145	87	337	7,908
TOTAL OF INSTITUTIONS OF PUBLIC INSTRUCTION	365	28,292	27,735	22,193	213	15,025	14,062	11,209	342	7,586	6,558	4,967	45,763	1,427,659

PRIVATE INSTITUTIONS ...

1. ADVANCED, teaching—
   - (*a*) Arabic or Persian ...
   - (*b*) Sanskrit ...
   - (*c*) Any other Oriental Classic ...
2. ELEMENTARY, teaching a Vernacular only or mainly ...
3. ELEMENTARY, teaching the Koran ...
4. OTHER SCHOOLS not conforming to Departmental Standards ...

* { Excluding 24 male students learning French.
  { Ditto 6 female ditto ditto.

† Besides the three girls who attended the Doveton College for boys, the three girls'

ERAL TABLE III.

Provinces of Bengal for the official year 1903-1904.

PRIVATE MANAGEMENT.								NUMBER OF SCHOLARS ON 31ST MARCH LEARNING			CLASSIFICATION OF SCHOLARS ON 31ST MARCH ACCORDING TO RACE OR CREED.									
ment or by District Boards.		Unaided.											Hindus.							
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st March.	English.	A classical language.	A vernacular language.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in Boys' Schools.	Number of boys in Girls' Schools.
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
1,638	1,452	28	4,650	4,693	3,681	46	8,009	7,985	6,306*	9	91	64	2,405	4,957	463	18	2	9	13	...
...	...	8	1,356	1,262	770	16	1,604	1,604	...	...	3	4	450	1,058	86	1	2	...	...	...
...	...	...	...	...	...	1	519	519	...	...	116	6	152	226	16	2	...	1	16	...
...	...	...	...	...	...	1	361	361	...	...	43	6	95	207	9	...	1	...	...	...
...	...	...	...	...	...	1	25	25	...	...	...	1	9	14	...	...	...	1	...	...
1,638	1,452	36	6,006	5,955	4,451	65	10,518	10,494	6,306	9	253	81	3,111	6,462	574	21	5	11	19	...
42,959	33,258	270	64,092	61,237	47,731	565	124,562	116,096	60,415	74,832	1,613	1,222	34,466	72,226	14,622	203	37	173	12	...
49,453	39,665	268	19,549	18,200	14,529	1,016	76,308	38,261	673	73,879	1,580	930	14,772	45,494	13,018	132	5	377	349	...
33,831	27,328	83	5,170	4,853	3,923	884	51,106	9,743	42	50,982	...	143	8,747	31,056	10,437	320	...	403	257	...
1,288	1,114	1	113	103	96	15	1,767	1,495	772	709	936	139	134	466	20	2	8	32	...	211
2,556	2,170	4	237	179	161	30	2,957	2,928	912	57	2,611	84	11	...	3	...	22	226	...	609
985	755	5	244	253	213	20	1,293	110	...	1,292	...	559	172	536	21	...	...	5	...	178
131,075	104,290	631	89,405	84,825	66,653	2,530	257,993	168,633	62,814	201,801	6,740	3,077	58,302	149,808	38,121	657	72	1,216	618	993
193,974	155,386	88	3,709	3,432	2,752	4,851	215,928	410	2,596	215,379	311	1,498	22,919	129,914	57,725	760	...	2,861	5,163	...
926,978	746,056	8,606	177,336	157,383	131,588	44,249	1,176,398	77	48,372	1,171,975	10	7,133	90,426	693,166	352,171	3,190	3	30,299	49,427	...
1,120,952	901,442	8,694	181,045	160,815	134,340	49,100	1,392,326	487	50,968	1,387,354	321	8,631	113,345	823,080	409,896	3,890	3	33,160	54,587	...
8,710	6,575	6	253	248	183	220	9,591	945	26	9,021	531	1,678	1,776	5,300	243	20	5	38	...	533
65,618	50,458	809	13,661	12,409	10,173	4,446	85,386	200	4,488	85,043	74	2,907	12,951	53,004	15,612	272	...	566	...	2,049
74,328	57,033	815	13,914	12,657	10,356	4,666	94,977	1,145	4,514	94,064	605	4,585	14,727	58,304	15,855	292	5	604	...	2,582
1,195,280	958,475	9,509	194,959	173,472	144,696	53,766	1,487,303	1,632	55,482	1,481,418	926	13,216	128,072	881,384	425,751	4,182	8	33,764	54,587	2,582
253	231	5	34	32	27	137	1,579	45	398	1,579	...	215	283	759	249	4	...	67	54	...
609	533	2	33	28	27	18	655	415	9	628	9	614	3	24	...	...	...	5	...	18
...	...	3	182	170	144	4	423	...	...	..	1	2	145	266	7	1	1	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	6	729	752	480	10	1,470	168	...	469	3	40	527	710	182	8	...	...	32	...
21	12	...	...	...	...	4	349	208	...	141	1	...	67	212	69	...	...	...	...	...
332	246	5	111	88	80	27	806	265	...	498	...	167	90	450	72	2	...	25	...	...
...	...	3	295	260	231	3	295	...	...	...	58	25	60	139	13	...	...	...	6	...
7	3	...	...	...	...	1	8	...	...	8	...	...	...	7	1	...	...	...	...	...
1,719	1,347	51	2,812	2,757	2,129	83	6,168	1,119	5,242	1,420	...	...	1	86	6,081	...	...	...	24	...
...	...	...	...	...	...	2	383	...	...	155	4	3	18	219	134	...	...	5	...	...
4,592	3,717	304	4,137	3,824	3,172	588	9,315	161	8,504	802	2	110	7,595	1,404	188	2	...	14	49	...
7,464	6,089	379	8,333	7,911	6,290	877	21,451	2,381	14,153	5,700	78	1,176	8,791	4,276	6,996	17	1	116	165	18
1,335,457	1,070,306	10,555	298,703	272,163	222,090	57,238	1,777,265	183,140	138,755	1,688,928	7,997	17,550	198,276	1,041,930	471,442	4,877	86	35,107	55,389	3,593
... ...						1,118	17,336	10	16,311	2,381	...	...	39	2,184	15,113	...	...	...	351	...
... ...						974	8,370	...	8,370	68	...	...	7,725	645	...	...	...	...	3	...
... ...						...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys						3,149	31,608	14	1,595	31,239	...	126	2,449	22,393	6,338	23	...	279	711	...
„ girls						10	191	...	15	191	...	59	16	88	24	1	...	3	...	13
For boys						3,165	51,142	...	50,620	3,913	...	...	1	1	51,140	...	...	...	5,108	...
„ girls						229	2,078	...	2,078	15	...	...	...	...	2,078	...	...	...	...	278
For boys						204	4,387	1,940	584	3,742	...	213	727	2,276	596	540	...	35	43	...
„ girls						15	497	...	...	497	...	26	52	367	52	...	...	...	...	14
Total						8,862	115,609	1,964	79,573	42,046	...	424	11,009	27,954	75,341	564	...	317	6,216	305
GRAND TOTAL FOR 1903-1904 ...						66,100	1,892,874	185,104	218,328	1,730,974	7,997	17,974	209,285	1,069,884	546,783	5,441	86	35,424	61,605	3,898

Colleges, viz., Bethune, La Martinere for girls and Loreto House returned 7 girls.

Education—General Table IIIA.

Showing the number of Scholars on the 31st March 1904, classified according to sex, race, or creed for the Lower Provinces of Bengal for 1903-1904.

		Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Total.
Collegiate Education.										
Arts College.										
English	Male	41	55	2,402	4,937	463	18	2	9	7,927
	Female	50	9	3	20	...	...	...	...	82
Colleges for Professional Training.										
Law	Male	3	4	450	1,058	86	1	2	...	1,604
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	103	3	152	226	16	2	...	1	503
	Female	13	3	...	...	...	...	...	...	16
Engineering	Male	43	6	95	207	9	...	1	...	361
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	1	9	14	...	...	...	1	25
	Female	...	...	...	...	...	...	...	...	...
	Total	253	81	3,111	6,462	574	21	5	11	10,518
School Education—General.										
Secondary Schools.										
For Boys— High Schools	Male	1,613	1,222	34,468	72,220	14,622	203	37	173	124,550
	Female	...	...	6	6	...	...	...	...	12
Middle Schools— English	Male	1,452	912	14,756	45,320	13,007	132	4	376	75,959
	Female	128	18	16	174	11	...	1	1	349
Vernacular	Male	...	143	8,700	30,872	10,420	311	...	403	50,849
	Female	...	...	47	134	17	9	...	...	257
For Girls— High Schools	Male	176	6	1	9	...	1	4	14	211
	Female	760	133	133	487	20	1	4	18	1,556
Middle Schools— English	Male	498	10	4	...	2	...	4	91	609
	Female	2,113	74	7	...	1	...	18	135	2,348
Vernacular	Male	...	78	10	80	2	...	...	3	173
	Female	...	481	162	456	19	...	...	2	1,120
	Total	6,740	3,077	58,302	149,808	38,121	657	72	1,216	257,993
Primary Schools.										
For Boys	Male	201	7,420	105,766	789,387	398,857	3,716	3	32,389	1,337,739
	Female	120	1,211	7,579	33,693	11,039	174	...	771	54,587
For Girls	Male	228	348	293	1,319	353	10	1	31	2,582
	Female	377	4,237	14,435	56,985	15,502	282	4	573	92,395
	Total	926	13,216	128,072	881,384	425,751	4,182	8	33,764	1,487,303
School Education—Special.										
Training Schools	Male	...	179	285	759	249	4	...	67	1,543
	Female	9	650	3	24	...	...	...	5	691
Schools of Art	Male	1	2	145	266	7	1	1	...	423
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	1	17	525	705	182	8	...	...	1,438
	Female	2	23	2	5	...	...	...	...	32
Engineering and Surveying Schools.	Male	1	...	67	212	69	...	...	...	349
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	167	90	450	72	2	...	25	806
	Female	...	...	...	...	...	...	...	...	...
Commercial Schools	Male	52	25	60	139	13	...	...	...	289
	Female	6	...	...	...	...	...	...	...	6
Reformatory Schools	Male	4	3	18	219	134	...	...	5	383
	Female	...	...	...	...	...	...	...	...	...
Other Schools	Male	2	72	7,579	1,439	6,252	2	...	13	15,359
	Female	...	38	17	58	18	...	...	1	132
	Total	78	1,176	8,791	4,276	6,996	17	1	116	21,451
Total of Scholars in Public Institutions		7,997	17,550	198,276	1,041,930	471,442	4,877	86	35,107	1,777,265
Private Institutions.										
1. Advanced Teaching— (*a*) Arabic or Persian	Male	...	...	39	2,178	14,768	...	...	...	16,985
	Female	...	...	...	6	345	...	...	...	351
(*b*) Sanskrit	Male	...	...	7,725	642	...	...	...	...	8,367
	Female	...	...	...	3	...	...	...	...	3
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or mainly— For Boys	Male	...	92	2,389	21,905	6,211	21	...	279	30,897
	Female	...	34	60	488	127	2	...	...	711
For Girls	Male	...	12	...	1	...	...	...	...	...
	Female	...	47	16	87	24	1	...	3	17

GENERAL TABLE IIIA.—*concluded.*

Number of Scholars on the 31st March 1903, classified according to sex, race, or creed, etc.—concluded.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
Private Institutions—*contd.*									
3. Elementary Teaching—The Koran only—									
For Boys ... ... { Male	...	...	1	1	46,032	...	...	...	46,034
{ Female	...	...	...	...	5,108	...	...	...	5,108
For Girls ... ... { Male	...	...	...	...	278	...	...	...	278
{ Female	...	...	...	...	1,800	...	...	...	1,800
4. Other schools not conforming to Departmental Standards—									
For Boys ... ... { Male	...	191	722	2,261	595	540	...	35	4,344
{ Female	...	22	5	15	1	...	...	...	43
For Girls ... ... { Male	...	...	2	12	...	...	...	...	14
{ Female	...	26	50	355	52	...	...	...	483
Total Scholars in Private Institutions ...	...	424	11,009	27,954	75,341	564	...	317	115,609
Grand Total ...	7,997	17,974	209,285	1,069,884	546,783	5,441	86	35,424	1,892,874

Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC
	UNDER PUBLIC MANAGEMENT.
	Managed by Government.
	Provincial revenues.
	District funds.
	Municipal funds.
	Fees, including fees paid from Mohsin Fund.
	Subscriptions.
	Endowments and other sources.
	Total.
	Managed by District or Municipal Boards.
	Provincial revenues.
	District funds.
	Municipal funds.
	Fees, including fees paid from Mohsin Fund.
	Subscriptions.
	Endowments and other sources.
	Total.
	Maintained by Native
	Native State revenues.
	Local Funds in Native States.
	Municipal Funds raised in Native States.
	Fees
	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																			
Arts Colleges.																			
English	2,34,596	...	...	1,72,994	...	12,894	4,20,484	850	...	169	3,014	...	1,636	5,669	...	...	...	...	...
Colleges for Professional Training.																			
Law	...	...	...	9,960	...	...	9,960	...	...	...	905	...	...	905	...	...	...	...	...
Medicine	1,94,000	...	...	34,430	...	...	2,28,430	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,28,523	...	...	23,052	...	...	1,51,575	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	7,432	...	...	483	...	...	7,915	...	...	...	...	...	...	...	...	...	...	...	...
Total for Professional Colleges ...	3,29,955	...	...	67,925	...	...	3,97,880	...	...	...	905	...	...	905	...	...	...	...	...
Total for Colleges ...	5,64,551	...	...	2,40,919	...	12,894	8,18,364	850	...	169	3,919	...	1,636	6,574	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																			
Secondary Schools.																			
For Boys—																			
High Schools ... English	1,83,525	...	...	3,07,223	4,190	4,090	4,99,028	2,724	5,283	1,816	42,571	1,556	387	54,337	6,898	...	...	551	...
Middle ,, ... { ,, ...	23,954	...	...	11,423	...	...	35,377	...	10,518	808	15,259	3,610	3	30,198	12,780	...	...	62	...
Middle ,, ... { Vernacular	6,010	...	300	1,826	368	...	8,504	10	38,528	328	25,997	4,756	286	69,905	1,610	...	...	66	120
For Girls—																			
High Schools ... English	22,045	...	...	3,897	480	140	26,562	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... { ,, ...	13,562	...	...	2,921	...	...	16,483	...	...	...	...	...	...	...	...	...	...	...	...
{ Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	2,49,096	...	300	3,27,290	5,038	4,230	5,85,954	2,734	54,329	2,952	83,827	9,922	676	1,54,440	21,288	...	...	679	120
Primary Schools.																			
For Boys—																			
Upper Primary	7,208	50	339	1,351	19	71	9,038	...	668	380	173	144	...	1,365	234	...	...	192	...
Lower ,, ...	218	14	...	...	...	...	232	...	626	496	371	...	...	1,493	5,127	...	...	9,454	...
For Girls—																			
Upper Primary	...	...	...	...	...	...	...	...	369	60	31	149	...	609	...	...	...	...	...
Lower ,, ...	36	36	...	...	...	...	72	...	...	...	...	...	...	...	204	...	...	...	...
Total Primary Schools ...	7,462	100	339	1,351	19	71	9,342	...	1,663	936	575	293	...	3,467	5,565	...	...	9,646	...
SCHOOLS FOR SPECIAL INSTRUCTIONS.																			
Training Schools for—																			
(*a*) Masters	92,849	548	18	3,936	57	80	97,488	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Mistresses	3,442	...	...	...	...	...	3,442	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	39,880	...	...	5,810	...	...	45,690	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	81,194	...	...	22,344	359	1,286	1,05,183	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	51,427	...	...	6,090	...	2,600	60,117	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools	2,761	...	...	...	...	425	3,186	3,021	10,431	284	6,060	150	5,531	25,477	...	...	...	...	...
Commercial ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools—																			
Madrasahs	24,533	...	...	20,850	...	12,088	57,476	...	...	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	57,544	...	...	...	...	...	57,544	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools	−58	...	...	...	...	455	397	...	...	...	...	...	...	...	1,805	...	...	...	...
Total ...	3,53,577	548	18	59,030	416	16,934	4,30,523	3,021	10,431	284	6,060	150	5,531	25,477	1,805	...	...	...	...
Total of Direct Expenditure ...	11,74,686	648	657	6,28,590	5,473	34,129	18,44,183	6,605	66,423	4,341	94,381	10,365	7,843	1,89,958	28,658	...	...	10,325	120

EXAL TABLE IV.

f Bengal for the official year 1903-1904.

INSTITUTIONS													TOTAL EXPENDITURE FROM							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	GRAND TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	21,600	...	...	68,490	26,058	47,153	1,63,301	1,48,351	5,840	1,00,032	2,54,223	2,57,046	...	169	3,92,849	1,93,613	...	...	8,43,677
...	...	...	...	...	...	...	...	...	30,394	...	604	30,998	...	...	...	41,259	604	...	...	41,863
...	...	...	...	...	...	...	...	...	...	...	...	...	1,94,000	...	...	34,430	...	...	...	2,28,430
...	...	...	...	...	...	...	...	...	...	...	...	...	1,28,523	...	...	23,052	...	...	...	1,51,575
...	...	...	...	...	...	...	...	...	...	...	...	...	7,432	...	...	483	...	...	...	7,915
...	...	...	...	...	...	...	...	...	30,394	...	604	30,998	3,29,955	...	...	99,224	604	...	...	4,29,783
...	...	21,600	...	...	68,490	26,058	47,153	1,63,301	1,78,745	5,840	1,00,636	2,85,221	5,87,001	...	169	4,92,073	1,94,217	...	...	12,73,460
...	7,449	1,37,264	4,377	6,767	5,88,128	1,06,110	40,224	8,82,870	8,47,729	1,00,920	1,61,511	11,10,160	3,23,513	9,660	8,583	17,86,202	4,18,988	6,898	...	25,53,844
...	12,342	50,648	1,17,108	6,877	2,75,113	1,35,162	52,285	6,37,193	67,999	62,266	19,483	1,49,748	74,602	1,27,626	7,685	3,69,856	2,72,039	13,550	...	8,65,358
6	1,802	37,763	47,028	2,637	1,24,739	51,847	6,398	2,70,412	12,611	12,445	4,186	29,242	43,783	85,556	3,265	1,65,239	80,178	1,844	...	3,79,865
...	...	37,594	...	718	77,106	10,908	4,235	1,30,465	3,723	...	15,358	19,081	59,549	...	718	84,720	31,121	...	...	1,76,108
...	...	54,970	...	155	56,054	16,800	34,449	1,62,428	1,871	6,382	903	9,156	68,532	...	155	60,846	58,534	...	...	1,88,067
...	...	4,699	617	815	949	4,549	340	11,969	739	2,366	1,120	4,225	4,699	617	815	1,688	8,200	175	...	16,194
6	22,093	3,22,848	1,69,130	17,969	11,22,083	3,25,376	1,37,931	20,95,337	9,34,672	1,84,379	2,02,561	13,21,612	5,74,678	2,23,459	21,221	24,68,551	8,69,060	22,467	...	41,79,436
5	431	52,396	2,23,493	17,185	3,36,487	57,038	35,049	7,21,648	5,351	3,476	981	9,808	59,604	2,24,211	17,904	3,43,554	90,372	6,645	...	7,42,290
212	14,793	1,06,498	6,72,788	46,565	13,35,429	1,16,426	1,70,608	24,98,314	2,30,907	26,193	28,471	2,85,571	1,06,716	6,73,428	47,061	16,26,161	3,37,039	9,998	...	28,00,403
...	...	36,577	4,558	4,088	16,909	44,519	23,966	1,30,617	18	5,678	702	6,398	36,577	4,927	4,148	16,958	74,202	812	...	1,37,624
...	204	37,599	74,570	6,338	8,608	65,423	18,839	2,11,377	1,924	9,052	2,811	13,787	37,635	74,606	6,338	10,532	95,035	1,294	...	2,25,440
217	15,428	2,33,070	9,75,409	74,176	17,47,433	2,83,406	2,48,462	35,61,956	2,38,200	44,399	32,965	3,15,564	2,40,532	9,77,172	75,451	19,97,205	5,96,648	18,749	...	39,05,757
...	...	4,820	...	...	...	9,728	...	14,548	...	1,944	...	1,944	97,669	548	18	3,936	11,809	...	...	1,13,980
...	...	20,448	...	...	6,179	25,909	5,127	57,663	...	460	...	460	23,890	...	...	6,179	31,426	...	...	61,565
...	...	...	...	...	...	...	...	...	4,634	48	6,994	11,676	39,880	...	...	10,444	7,042	...	...	57,366
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	15,882	...	...	15,882	81,194	...	...	38,223	1,645	...	...	1,21,065
...	...	403	...	...	17	...	...	420	...	...	...	...	51,830	...	...	6,107	2,600	...	...	60,537
...	...	2,902	2,589	...	69	21,778	880	28,218	763	864	60	1,692	8,684	13,020	284	6,897	29,688	...	...	58,573
...	...	...	...	...	...	...	...	...	14,020	...	...	14,020	...	...	...	14,020	...	...	...	14,020
...	...	...	148	...	...	...	64	212	...	...	...	...	...	148	...	...	64	...	...	212
...	...	349	3,030	222	5,379	2,255	245	11,480	7,417	9,263	7,336	24,021	24,887	3,030	222	33,646	31,192	...	...	92,977
...	...	...	...	...	...	...	...	...	...	...	...	...	57,544	...	...	...	...	...	...	57,544
5	1,810	24,437	5,641	3,771	1,375	21,889	24,128	81,239	448	10,296	14,568	25,312	24,377	5,641	3,771	1,823	69,425	3,721	...	1,08,758
5	1,810	53,357	11,408	3,993	13,019	81,559	30,444	1,93,780	43,169	22,880	28,958	95,007	4,09,955	22,387	4,295	1,21,278	1,84,961	3,721	...	7,46,597
228	39,331	6,30,875	11,55,947	96,138	29,51,025	7,16,399	4,63,990	60,14,374	13,94,786	2,57,498	3,65,120	20,17,404	18,12,166	12,23,018	1,01,136	50,79,107	18,44,886	14,937	...	1,01,05,250

Expenditure on Public Instruction in the Lower Provinc

PUBLIC

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings	4,55,168	...	55	...	1,31,078	497	5,86,798	...	2,496	655	...	328	2,777	6,256	2,142	...	...	...	...
Furniture and Apparatus (Special Grants only)	1,02,283	...	...	...	...	27	1,02,310	...	2,591	280	...	...	356	3,227	665	...	...	...	...
Total ...	5,57,451	...	55	...	1,31,078	524	6,89,108	...	5,087	935	...	328	3,133	9,483	2,807	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in: Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																			
Hostel (Boarding Charges)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting Examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, Prizes and Rewards to unrecognised Tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, Prizes and Rewards to Maktabs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	5,57,451	...	55	...	1,31,078	524	6,89,108	...	5,087	935	...	328	3,133	9,483	2,807	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1903-1904	17,32,137	648	712	6,28,590	1,36,551	34,653	25,33,291	6,605	71,510	5,276	94,381	10,693	10,976	1,99,441	31,465	...	...	10,325	120

ERAL TABLE IV—*concluded.*

Bengal for the official year 1903-1904—concluded.

INSTITUTIONS													TOTAL EXPENDITURE FROM							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	GRAND TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39*a*	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,142	75,453	4,398	1,284	...	41,361	1,25,453	2,47,949	50	9,720	79,578	89,348	5,30,621	6,894	1,994	50	3,90,695	2,239	...	9,32,493
...	665	91,230	22,218	1,912	...	7,179	33,692	1,56,231	24	2,453	14,810	17,287	1,93,513	24,809	2,192	24	58,491	691	...	2,79,720
...	2,807	1,66,683	26,616	3,196	...	48,540	1,59,145	4,04,180	74	12,173	94,388	1,06,635	7,24,134	31,703	4,186	74	4,49,186	2,930	...	12,12,213
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,29,364	...	...	...	*2,29,364
...	...	...	...	...	...	...	...	...	...	...	...	...	89,261	...	...	...	...	...	...	89,261
...	...	...	...	...	...	...	...	...	...	...	...	...	3,39,480	3,65,321	4,551	...	361	5,214	...	7,14,927
...	...	...	...	...	...	...	...	...	...	...	...	...	77,140	...	...	...	20,770	...	...	(*a*)97,910
...	...	...	...	...	...	...	...	...	...	...	...	...	240	...	...	...	4,808	...	...	(*b*)5,048
...	...	...	...	...	...	...	...	...	...	...	...	...	19,055	1,673	538	...	...	...	...	(*c*)21,266
...	...	...	...	...	...	...	...	...	...	...	...	...	62,502	13,789	250	...	3,654	1,677	...	81,872
...	...	...	...	...	...	...	...	...	...	...	...	...	2,458	13,962	...	...	146	809	...	17,375
...	...	...	...	...	...	...	...	...	...	...	...	...	9,433	775	60	...	1,213	545	...	12,026
...	...	...	...	...	...	...	...	...	...	...	...	...	3,239	4,698	127	...	418	154	...	8,636
...	...	...	...	...	...	...	...	...	...	...	...	...	2,713	10	90	...	3,205	299	...	6,317
...	...	...	...	...	...	...	...	...	...	...	...	...	1,76,780	34,907	1,065	...	34,214	3,484	...	2,50,450
...	...	...	...	...	...	...	...	...	...	...	...	...	49,506	1,093	600	6,37,251	4,05,687	(*d*)...	...	(*d*)10,94,837
...	...	...	...	...	...	...	...	...	...	...	...	...	4,151	23,310	1,271	27	193	142	...	29,089
...	...	...	...	...	...	...	...	...	...	...	...	...	6,289	14,694	15	28,251	1,473	349	...	51,971
...	...	...	...	...	...	...	...	...	...	...	...	...	...	181	306	...	...	...	...	487
...	...	...	...	...	...	...	...	...	...	...	...	...	93	338	310	36	...	...	...	777
...	...	...	...	...	...	...	...	...	...	...	...	...	1,145	155	739	...	425	122	...	2,586
...	...	...	...	...	...	...	...	...	...	...	...	...	24,914	50,801	3,106	3	3,017	3,247	...	85,088
...	...	...	...	...	...	...	...	...	...	...	...	...	86,098	90,572	6,347	6,66,268	4,10,800	3,860	...	12,63,945
...	2,807	1,66,683	26,616	3,196	...	48,540	1,59,145	4,04,180	74	12,173	94,388	1,06,635	14,15,753	5,22,503	16,149	8,95,706	8,94,561	15,488	...	37,60,160
228	42,138	7,97,558	11,82,563	99,334	29,51,025	7,64,939	6,23,135	64,18,554	13,94,860	2,69,671	4,59,508	21,24,039	32,27,919	17,45,521	1,17,285	59,74,813	27,39,447	60,425	...	1,38,65,410

* The receipts of the University amounted to Rs. 2,29,945.
(*a*) This excludes Assam Government Scholarship of Rs. 11,218.
(*b*) This excludes Burma Government Scholarship of Rs. 2,440, Assam Government Scholarship of Rs. 170, and Central Provinces Scholarship of Rs. 660.
(*c*) This excludes Assam Government Scholarship of Rs. 2,718.
(*d*) Excludes Rs. 150 not shown in the Return for the Orissa Tributary Mahals.

EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools for Boys. (*English and Vernacular.*)								
Government ... English	57	14,368	7,924	...	7,924	3,060	...	3,060
Government ... Vernacular	17	1,071	...	...	...	167	...	167
District Fund ... English	33	3,687	959	...	959	741	...	741
District Fund ... Vernacular	145	8,645	...	...	...	1,277	1	1,278
Municipal ... English	7	1,561	432	...	432	266	...	266
Municipal ... Vernacular	1	54	...	...	...	18	...	18
Native States ... English	19	1,591	87	...	87	302	...	302
Native States ... Vernacular	5	280	...	...	...	28	...	28
Aided ... English	927	96,082	18,659	...	18,659	21,003	28	21,031
Aided ... Vernacular	633	35,886	...	...	...	5,374	...	5,374
Unaided ... English	538	83,641	24,009	...	24,009	20,615	...	20,615
Unaided ... Vernacular	83	5,170	...	...	...	729	...	729
Total ...	2,465	251,976	52,070	...	52,070	53,580	29	53,609
Secondary Schools for Girls. (*English and Vernacular.*)								
Government ... English	3	380	...	78	78	...	62	62
Aided ... English	37	3,994	1	178	179	29	612	641
Aided ... Vernacular	15	1,049	...	...	...	10	39	49
Unaided ... English	5	350	...	25	25	5	60	65
Unaided ... Vernacular	5	244	...	...	...	...	43	43
Total ...	65	6,017	1	281	282	44	816	860
Total Secondary Schools for boys and girls ...	2,530	257,993	52,071	281	52,352	53,624	845	54,469
Primary Schools for Boys.								
Government	122	4,908	...	...	...	15	...	15
District Fund	10	308	...	...	...	...	...	...
Municipal	8	364	...	...	...	...	...	...
Native States	304	5,490	...	...	...	...	...	...
Aided	39,962	1,200,211	...	...	...	291	...	291
Unaided	8,694	181,045	...	...	...	6	...	6
Tota ...	49,100	1,392,326	...	...	...	312	...	312
Primary Schools for Girls.								
Government	1	25	...	...	...	...	...	...
District Fund	1	48	...	...	...	...	1	1
Municipal	...	...	...	...	...	...	...	...
Native States	3	65	...	...	...	...	...	...
Aided	3,846	80,925	...	...	...	...	18	18
Unaided	815	13,914	...	...	...	...	4	4
Total ...	4,666	94,977	...	...	...	...	23	23
Total Primary Schools for boys and girls ...	53,766	1,487,303	...	...	...	312	23	365
GRAND TOTAL FOR 1903-1904 FOR (SECONDARY AND PRIMARY SCHOOLS) AS IN GENERAL TABLE V.	56,296	1,745,296	52,071	281	52,352	53,936	868	54,804

General Table V.

Primary Education in the Province of Bengal at the end of the official year 1903-1904.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
2,153	...	2,153	1,137	...	1,137	34	...	34	14,308	...	14,308
234	1	235	453	...	453	216	...	216	1,070	1	1,071
938	...	938	824	1	825	222	2	224	3,684	3	3,687
2,079	1	2,080	3,772	12	3,784	1,494	9	1,503	8,622	23	8,645
378	...	378	459	...	459	26	...	26	1,561	...	1,561
18	...	18	13	...	13	5	...	5	54	...	54
361	2	363	605	3	608	226	5	231	1,681	10	1,691
78	...	78	135	...	135	39	...	39	280	...	280
26,352	42	26,394	25,373	158	25,531	4,448	19	4,467	95,835	247	96,082
9,006	6	9,012	16,332	91	16,423	4,982	95	5,077	35,694	192	35,886
18,599	1	18,600	17,842	48	17,890	2,475	52	2,527	83,540	101	83,641
1,227	2	1,229	2,416	20	2,436	757	19	776	5,129	41	5,170
61,423	55	61,478	69,361	333	69,694	14,924	201	15,125	251,358	618	251,976
...	73	73	...	144	144	...	23	23	...	380	380
101	801	902	613	1,624	2,237	...	35	35	744	3,250	3,994
18	90	108	77	570	647	48	197	245	153	896	1,049
4	86	90	67	103	170	...	...	...	76	274	350
...	49	49	4	89	93	16	43	59	20	224	244
123	1,099	1,222	761	2,530	3,291	64	298	362	993	5,024	6,017
61,546	1,154	62,700	70,122	2,863	72,985	14,988	499	15,487	252,351	5,642	257,993
691	...	691	2,700	29	2,729	1,431	42	1,473	4,837	71	4,908
24	...	24	215	1	216	68	...	68	307	1	308
7	...	7	255	...	255	102	...	102	364	...	364
21	...	21	3,000	87	3,087	2,303	79	2,382	5,324	166	5,490
34,154	117	34,271	745,110	20,994	766,104	373,979	25,566	399,545	1,153,534	46,677	1,200,211
948	2	950	95,589	2,632	98,221	76,830	5,038	81,868	173,378	7,672	181,045
35,845	119	35,964	846,869	23,743	870,612	454,713	30,725	485,438	1,337,739	54,587	1,392,326
...	...	...	...	6	6	...	19	19	...	25	25
...	1	1	...	22	22	...	24	24	...	48	48
...	...	...	...	...	...	...	...	...	...	...	.....
...	...	...	5	18	23	2	40	42	7	58	65
47	917	964	1,352	42,184	43,536	847	35,560	36,407	2,246	78,679	80,925
...	64	64	152	5,776	5,928	177	7,741	7,918	329	13,585	13,914
47	982	1,029	1,509	48,006	49,515	1,026	43,384	44,410	2,582	92,395	94,977
35,892	1,101	36,993	848,378	71,749	920,127	455,739	74,109	529,848	1,340,321	146,982	1,487,303
97,438	2,255	99,693	918,500	74,612	993,112	470,727	74,608	545,335	1,592,672	152,624	1,745,296

Education—General Table VI.

Return showing the Results of the Prescribed Examinations in the Lower Provinces of Bengal for the official year 1903-1904.

Nature of Examination.	Number of institutions sending Examinees.				Number of Examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
I.—Arts Colleges—																						
1. Master of Arts	5	2	3	11	74	45	11	70	200	36	12	3	23	74	...	2	23	44	5	...	...	...
2. Bachelor of Arts	8	4	12	24	522	430	946	134	2,032	103	85	96	11	295	2	6	90	183	13	...	...	1
3. Bachelor of Science	1	...	...	1	14	...	...	...	14	5	...	...	...	5	...	...	1	4	...	...	...	...
4. First Examination in Arts	12	5	26	43	644	396	2,362	95	3,497	294	154	(a)736	14	1,198	4	11	372	736	70	2	...	3
II.—Colleges for Professional Training.																						
(a)—Law—																						
1. Honours in Law	...	...	...	...	...	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	7	...	8	15	113	...	503	4	620	17	...	117	2	136	1	3	50	79	3	...	...	...
(b)—Medicine—																						
1. Preliminary Scientific L.M.S.	1	...	...	1	64	...	...	...	64	26	...	...	...	26	4	1	8	12	1	...	...	...
2. First L.M.S.	1	...	...	1	114	...	...	...	114	59	...	...	...	59	1	...	17	36	4	1	...	...
3. Combined Preliminary Scientific and First L.M.S.	1	...	...	1	7	...	...	...	7	5	...	...	...	(b) 5	...	...	...	5	...	...	...	...
4. Second L.M.S. and Re-examination	1	...	...	1	113	...	...	...	113	59	...	...	...	59	2	...	13	40	2	...	...	2
5. Preliminary Scientific M.B.	1	...	...	1	66	...	...	...	66	29	...	...	...	(c) 29	2	...	9	16	1	...	...	1
6. First M.B.	1	...	...	1	25	...	...	...	25	12	...	...	...	12	...	...	4	8	...	...	...	...
7. Combined Scientific and First M.B.	1	...	...	1	25	...	...	...	25	13	...	...	...	(d) 13	1	...	4	6	...	...	...	2
8. Second M.B.	1	...	...	1	11	...	...	...	11	3	...	...	...	3	...	...	...	3	...	...	...	...
9. Honours in Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(c)—Engineering—																						
1. B. E.	1	...	...	1	26	...	...	...	26	12	...	...	...	12	1	...	3	7	1	...	...	...
2. First Examination in Engineering.	1	...	...	1	23	...	...	...	23	14	...	...	...	14	1	...	3	10	...	...	...	...
(c)—Agriculture—																						
1. Higher class examination	1	...	...	1	6	...	...	...	6	4	...	...	...	4	...	...	1	3	...	...	...	...
III.—Schools for General Education.																						
1. Matriculation ... For boys	58	224	244	526	1,154	1,728	3,121	92	6,095	599	723	1,043	13	2,378	7	13	784	1,432	133	4	1	4
,, girls	2	5	...	7	8	21	...	...	29	4	12	...	...	16	2	8	3	3	...	...	...	...
2. B. class examination... ,, boys	8	1	...	9	68	2	...	...	70	37	2	...	...	39	...	...	11	27	1	...	...	...
3. C. Ditto ... ,, boys	4	...	...	4	10	...	...	...	10	5	...	...	...	5	...	...	3	2	...	...	...	...
4. High School Honours examination ... ,, boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
,, girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. High School examination for Europeans ,, boys	1	5	1	7	4	38	6	...	48	2	18	3	...	23	22	...	...	...	...	...	...	1
,, girls	...	13	2	15	...	38	3	...	41	...	19	...	...	19	18	1	...	...	...	...	...	...
6. Middle School examination. ,, boys	206	1,501	394	2,101	659	4,398	1,132	981	7,170	507	3,156	717	533	4,913	83	64	1,083	2,980	665	27	...	11
,, girls	1	54	6	61	7	206	18	4	235	6	114	14	3	137	84	28	4	16	1	...	1	3
7. Upper Primary examination. ,, boys	171	4,094	265	4,530	619	12,123	1,038	332	14,112	445	7,549	644	152	8,790	139	101	1,345	5,305	1,785	36	...	79
,, girls	1	170	8	179	15	659	52	7	733	12	452	49	4	517	143	218	27	103	6	...	...	20
8. Lower Primary examination. ,, boys	165	21,530	709	22,404	723	70,296	2,177	409	73,605	585	43,933	1,290	288	46,096	1	341	4,710	27,761	12,413	183	...	688
,, girls	2	651	26	679	8	3,665	88	11	3,772	7	1,376	71	9	1,463	...	212	261	898	84	4	...	4
IV.—Schools for Special Education.																						
1. Training Schools for Masters. English ...	...	...	...	...	...	...	...	4	4	...	...	...	4	4	...	...	2	2	...	...	...	...
Vernacular	8	1	...	9	466	15	...	24	495	256	6	...	8	270	...	6	82	148	25	...	...	(e)1
2. School of Arts examination	1	...	...	1	159	...	...	...	159	41	...	...	...	41	...	...	21	19	1	..	...	...
3. Vernacular Medical examination	4	...	...	4	137	...	...	...	137	91	...	...	...	91	...	4	31	48	8	...	...	...
4. Overseer examination	2	...	...	2	43	...	...	...	43	34	...	...	...	34	2	...	9	21	2	...	...	...
5. Sub-Overseer examination	3	6	...	9	120	42	...	...	162	94	24	...	...	118	6	2	19	81	10	...	...	...
6. Amin class final examination	3	2	...	5	127	50	...	...	177	98	36	...	...	134	...	...	36	76	21	1	...	...
7. Survey final examination	2	...	...	2	97	...	...	...	97	72	...	...	...	72	...	...	18	50	4	...	...	...
8. Accounts examination	...	...	...	...	...	...	...	137	137	...	...	...	8	8	3	...	3	2	...	...	...	...
9. Sanskrit Title examination	...	...	...	...	...	...	...	...	287	...	...	...	...	106	...	...	106		...	...	...	...
10. ,, second examination	...	...	...	...	...	...	...	...	1,468	...	...	...	...	324	...	...	324		...	...	...	...
11. ,, first examination	...	...	...	...	...	...	...	...	3,005	...	...	...	...	786	...	...	786		...	...	...	...
12. Madrasah Central examination	4	...	6	10	210	...	62	...	272	128	...	30	...	158	...	...	...		158	...	...	...

(a) Including the candidates that passed from the Daulatpur Hindu Academy and Wesleyan Mission College, Bankura, which have not yet been affiliated to the Calcutta University.
(b) Of these 1 passed the First L.M.S. examination and 4 Preliminary Scientific L.M.S. examination.
(c) Of these 5 ,, the Preliminary Sceintific M.B. examination and 24 the Preliminary Scientific L.M.S. examination.
(d) Of these 8 ,, the Preliminary Scientific L.M.S., 1 first L.M.S., 3 Preliminary Scientific M.B. and 1 first M B. examinations.
(e) Excluding the cast and creed of private candidates.

EDUCATION—GENERAL TABLE VII.

Return showing the Distribution of District Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY—			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
COLLEGIATE EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
DIRECT EXPENDITURE.															
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
For Boys—															
High schools ... ... English ...	3	1,467	1,393	1,099	924	5,283	950	30,286	1,556	387	39,386	...	...	4,377	9,660
Middle ,, ... { English ...	30	2,220	2,071	1,615	...	10,278	...	10,121	2,830	3	23,232	...	240	1,17,108	1,27,626
{ Vernacular...	145	8,645	8,036	6,450	10	38,528	...	25,632	4,756	286	69,212	...	...	47,028	85,556
For Girls—															
High schools .. .. English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... English ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular ..	...	...	...	...	...	...	...	...	...	...	...	...	...	617	617
Total Secondary Schools ...	178	12,332	11,500	9,164	934	54,089	950	66,039	9,142	676	1,31,830	...	240	1,69,130	2,23,459
Primary Schools.															
For Boys ... ... { Upper primary	7	181	149	108	...	668	...	140	144	...	952	50	...	2,23,493	2,24,211
{ Lower ditto	3	127	127	101	...	626	...	9	...	...	635	14	...	6,72,788	6,73,428
Total Primary Schools for Boys ...	10	308	276	209	...	1,294	...	149	144	...	1,587	64	...	8,96,281	8,97,639
For Girls ... ... { Upper primary	1	48	34	25	...	369	60	31	149	...	609	...	...	4,558	4,927
{ Lower ditto	...	...	...	...	...	...	...	...	...	...	...	36	...	74,570	74,606
Total Primary Schools for Girls ...	1	48	34	25	...	369	60	31	149	...	609	36	...	79,128	79,533
Total Primary Schools for Boys and Girls ...	11	356	310	234	...	1,663	60	180	293	...	2,196	100	...	9,75,409	9,77,172
SCHOOL EDUCATION, SPECIAL.															
SCHOOLS FOR SPECIAL INSTRUCTION.															
Training Schools—															
(*a*) For Masters	...	...	...	...	...	...	...	...	...	...	...	548	...	...	548
(*b*) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	6	300	328	265	3,021	10,431	284	6,060	150	5,531	25,477	...	...	2,589	13,020
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	148	148
Other Schools ... { Madrasahs	...	...	...	...	...	...	...	...	...	...	...	...	...	3,030	3,030
{ Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,641	5,641
Total ...	6	300	328	265	3,021	10,431	284	6,060	150	5,531	25,477	548	...	11,408	22,387
INDIRECT EXPENDITURE.															
Buildings	...	...	...	...	...	2,496	...	...	328	2,277	5,101	...	...	4,398	6,994
Furniture and apparatus (special grants only) ...	...	...	...	...	...	2,591	...	...	...	156	2,747	...	...	22,218	24,809
Total ...	...	...	...	...	...	5,087	...	...	328	2,433	7,848	...	...	26,616	31,703
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,65,321
Scholarships held in—															
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,673
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,789
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,682
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	575
Technical and Industrial Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,698
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	34,907
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	90,572
GRAND TOTAL FOR 1903-1904 ...	195	12,988	12,138	9,663	3,955	71,270	1,294	72,279	9,913	8,640	1,67,351	648	240	11,82,563	17,45,521

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1903-1904.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN NSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY—					
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	46	51	37	850	169	...	3,014	...	1,636	5,669	...	...	...	169	169	
1	12	14	12	...	...	...	905	...	...	905	...	...	...	...	...	
2	58	65	49	850	169	...	3,919	...	1,636	6,574	...	...	...	169	169	
2	732	663	528	1,800	866	...	12,285	...	...	14,951	...	950	6,767	8,583	18,243	
5	829	818	665	...	808	240	5,138	780	...	6,966	...	...	6,877	7,685	1,35,311	
1	54	54	45	...	328	...	365	...	...	693	300	...	2,637	3,265	88,821	
...	...	...	...	...	...	...	...	...	...	...	...	...	718	718	718	
...	...	...	...	...	...	...	...	...	...	...	...	...	155	155	155	
...	...	...	...	...	...	...	...	...	...	...	...	...	815	815	1,432	
8	1,615	1,535	1,238	1,800	2,002	240	17,788	780	...	22,610	300	950	17,969	21,221	2,44,680	
3	118	97	71	...	380	...	33	...	...	413	339	...	17,185	17,904	2,42,115	
5	246	227	188	...	496	...	362	...	...	858	...	...	46,365	47,061	7,20,489	
8	364	324	259	...	876	...	395	...	...	1,271	339	...	63,750	64,965	9,62,604	
...	...	...	...	...	...	...	...	...	...	...	...	60	4,088	4,148	9,075	
...	...	...	...	...	...	...	...	...	...	...	...	...	6,338	6,338	80,944	
...	...	...	...	...	...	...	...	...	...	...	...	60	10,426	10,486	90,019	
8	364	324	259	...	876	...	395	...	...	1,271	339	60	74,176	75,451	10,52,623	
...	...	...	...	...	...	...	...	...	...	...	18	...	...	18	566	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	284	...	284	13,304	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	148	
...	...	...	...	...	...	...	...	...	...	...	...	...	222	222	3,252	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,771	3,771	9,412	
...	...	...	...	...	...	...	...	...	...	...	18	284	3,993	4,295	26,682	
...	...	...	...	...	655	...	...	...	500	1,155	55	...	1,284	1,994	8,888	
...	...	...	...	...	280	...	...	...	200	480	...	...	1,912	2,192	27,001	
...	...	...	...	...	935	...	...	...	700	1,635	55	...	3,196	4,186	35,889	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,551	3,69,872	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	538	2,211	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	250	14,039	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,962	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	60	335	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	127	4,825	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	90	160	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,065	35,972	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,347	96,919	
18	2,037	1,924	1,546	2,650	3,982	240	22,102	780	2,336	32,090	712	1,294	99,334	1,17,285	18,62,806	

Education—General Table VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Lower Provinces of Bengal for the official year 1903-1904.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—						Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	States Native revenues.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males—							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government.	35	1,837	418	674	228	517	26,623	...	4,910	91,110	...	1,22,643	
Managed by District or Municipal Boards.	3	59	...	4	...	55	...	763	...	4,051	...	4,814	
Aided by Government or by District or Municipal Boards.	79	2,824	168	2,205	262	189	6,739	630	1,10,994	1,42,293	...	2,60,656	
Maintained by Native States.	1	28	...	28	...	...	...	...	...	...	150*	150*	
Unaided	230	5,597	104	3,533	1,580	380	...	...	1,52,706	2,00,891	...	3,53,597	
Total ...	348	10,345	690	6,444	2,070	1,141	33,362	1,393	2,68,610	4,38,345	150	7,41,860	
For Females—													
Managed by Government.	4	131	8	93	6	24	10,376	...	...	11,861	...	22,237	
Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Boards.	33	2,084	3	1,583	424	74	5,768	300	87,650	1,73,991	...	2,67,709	
Maintained by Native States.	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided	26	1,485	...	933	433	114	...	...	49,427	13,754	...	63,181	
Total ...	63	3,700	11	2,614	863	212	16,144	300	1,37,077	1,99,606	...	3,53,127	
Grand Total ...	411	14,045	701	9,058	2,933	1,353	49,506	1,693	4,05,687	6,37,951	150*	10,94,987	

* This amount has not been shown in General Table IV for the Orissa Tributary Mahals.

GENERAL—TABLE III—FOR EUROPEAN COLLEGES AND SCHOOLS

EUROPEAN

EDUCATIONAL—GENE

Return of European Schools and Scholars in the Lower

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.																	
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE MANAGE					
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government.				Un	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
COLLEGIATE EDUCATION.																		
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	1	45	32	32	2	19
SCHOOL EDUCATION, GENERAL.																		
Secondary Schools.																		
For Boys—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	5	968	929	808	5	863
Middle „ ... „ ...	1	187	191	180	...	...	...	...	...	...	...	...	12	1,468	1,357	1,189	...	...
For Girls—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	6	911	878	797	1	113
Middle „ ... „ ...	1	76	82	80	...	...	...	...	...	...	...	...	24	2,587	2,501	2,120	4	237
Total Secondary schools for boys and girls.	2	263	273	260	...	...	...	...	...	...	...	...	47	5,934	5,665	4,914	10	1,213
Primary Schools.																		
For Boys—																		
Upper primary	...	...	...	..	...	...	...	...	..	...	...	...	6	319	289	229	...	...
Lower „	..	..	...	...	...	...	..	...	...	...	...	...	1	10	10	10	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	7	329	299	239	...	...
For Girls—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	12	570	546	444	...	...
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	1	58	58	58	1	9
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	13	628	604	502	1	9
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS.	...	...	...	...	...	...	...	...	...	...	...	...	20	957	903	741	1	9
SCHOOLS FOR SPECIAL INSTRUCTIONS.																		
Training Schools—For Mistresses ...	1	8	8	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF SCHOOLS AND COLLEGES OF PUBLIC INSTRUCTION.	3	271	281	268	...	...	..	..	...	...	...	...	68	6,936	6,600*	5,687	13	1,241

* Four of these also

EDUCATION.

RAL TABLE III.

Provinces of Bengal for the official year 1903-1904.

MENT. aided. Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of public institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING— English.	A classical language.	A vernacular language.	CLASSIFICATION OF SCHOLARS ON THE 31ST MARCH ACCORDING TO RACE OR CREED. Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.	Number of girls in boys' schools.	Number of boys in girls' schools.	REMARKS.
20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37
20	20	3	64	64	18	...	63	...	...	1	...	...	...	...	...	...	
807	711	10	1,831	1,831	1,067	54	1,599	16	18	90	31	16	33	28	...	...	
...	...	13	1,655	1,655	269	30	1,555	10	6	20	33	19	5	7	132	...	
103	96	7	1,024	1,024	717	...	935	26	23	...	...	1	8	31	...	201	
179	161	29	2,900	2,900	912	...	2,611	27	11	...	3	...	22	226	...	609	
1,089	968	59	7,410	7,410	2,965	84	6,700	79	58	110	67	36	68	292	132	810	
...	...	6	319	319	4	...	310	4	...	...	...	...	...	5	118	...	
...	...	1	10	10	...	...	10	...	...	...	...	...	...	...	4	...	
...	...	7	329	329	4	...	320	4	...	...	...	...	...	5	122	...	
...	...	12	570	570	18	...	525	3	...	...	...	20	5	17	...	233	
6	5	2	67	67	...	...	58	6	3	...	...	...	...	...	...	22	
6	5	14	637	637	18	...	583	9	3	...	...	20	5	17	...	255	
6	5	21	966	966	22	...	903	13	3	...	...	20	5	22	122	255	
...	...	1	8	8	...	...	8	...	...	...	...	...	...	...	...	...	
1,115	993	84	8,448	8,448	3,000	84	7,674	92	61	111	67	56	73	314	254	1,065	

learnt French.

European Education—General Table IIIA.

Number of Scholars on the 31st March 1904, classified according to sex, race, or creed in the European Schools in Bengal.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahman.	Non-Brahman.					
1	2	3	4	5	6	7	8	9	10
Collegiate Education.									
Art Colleges ... Male	15	...	...	...	...	...	...	...	15
Art Colleges ... Female	48	...	...	1	...	...	...	...	49
Total for Colleges	63	...	...	1	...	...	...	...	64
School Education—General.									
Secondary Schools.									
For Boys—High Schools ... Male	1,539	16	18	90	31	16	33	28	1,831
For Boys—High Schools ... Female	...	...	...	...	...	...	...	...	...
Middle Schools—English ... Male	1,427	9	6	18	33	19	4	7	1,523
Middle Schools—English ... Female	128	1	...	2	...	...	1	...	132
Middle Schools—Vernacular ... Male	...	...	...	...	...	...	...	...	...
Middle Schools—Vernacular ... Female	...	...	...	...	...	...	...	...	...
For Girls—High Schools Male	176	6	...	...	...	1	4	14	201
For Girls—High Schools Female	759	20	23	...	...	...	4	17	823
Middle Schools—English ... Male	498	10	4	...	2	...	4	91	609
Middle Schools—English ... Female	2,113	17	7	...	1	...	18	135	2,291
Middle Schools—Vernacular ... Male	...	...	...	...	...	...	...	...	...
Middle Schools—Vernacular ... Female	...	...	...	...	...	...	...	...	...
Total	6,700	79	58	110	67	36	68	292	7,410
Primary Schools.									
For Boys ... Male	200	3	...	...	...	...	...	4	207
For Boys ... Female	120	1	...	...	...	...	...	1	122
For Girls ... Male	228	4	2	...	...	7	1	13	255
For Girls ... Female	355	5	1	...	...	13	4	4	382
Total	903	13	3	...	...	20	5	22	966
School Education—Special.									
Training Schools ... Male	...	...	...	...	...	...	...	...	...
Training Schools ... Female	8	...	...	...	...	...	...	...	...
Grand Total	7,674	92	61	111	67	56	73	314	8,448

GENERAL—TABLE IV—COLLEGES AND SCHOOLS FOR EUROPEANS.

FOR EUROPEAN

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in European Colleges and

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																					
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL.																					
Secondary Schools.																					
For Boys—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	15,096	...	...	8,558	...	...	23,654	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
High schools ... English	13,562	...	...	2,921	...	...	16,483	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools ...	28,658	...	...	11,479	...	...	40,137	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																					
For Boys—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools for Special Instructions.																					
Training schools for Mistresses	3,442	...	...	...	...	...	3,442	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ...	32,100	...	...	11,479	...	...	43,579	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	18,194	...	...	...	...	...	18,194	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	18,194	...	...	...	...	...	18,194	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in—																					
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous stipends, prizes and rewards to European Cadets.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	18,194	...	...	...	...	...	18,194	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1903-1904.	50,294	...	...	11,479	...	...	61,773	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(a) This amount includes a special Government grant of Rs. 20,000 and
(b) This amount includes the expenditure of the St. Joseph's Free School.
(c) This amount includes a Government grant of Rs. 67 given to Calcutta Free
(d) This amount includes a Government grant of Rs. 63 given to Calcutta Free
(e) This amount is a Government grant paid through this office from the Old
(f) This amount includes Rs. 200 paid through this office for furniture to the

* The expenditure of LaMartinière College for Boys and Girls

† { Government school ... ...
{ Aided ,, ...
{ Unaided ,, ...
Total ...

{ Aided schools ... ...
{ Unaided ,, ...
Total ...

EDUCATION.

TABLE IV.

Schools in the Lower Provinces of Bengal for the official year 1903-1904.

TUTIONS—	UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							GRAND TOTAL.
	Aided by Government or by District or Municipal Boards.							Unaided.								All other sources.			
																	Public.		
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' revenues.	Imperial contributions.	
	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(*a*)	40
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	...	...	...	...	...	...	...	600	...	...	600	...	...	...	600	...	...	...	600
	(*a*) 49,738	...	160	25,637	2,299	6,028	(*b*)83,862	49,156	815	49,067	99,038	49,738	...	160	74,793	58,209	...	...	1,82,900
	(*c*) 29,217	...	2,650	18,674	6,128	32,016	88,685	...	...	...	...	44,313	...	2,650	27,232	38,144	...	...	1,12,339
	(*d*) 24,623	...	...	64,295	1,808	4,134	94,860	3,723	...	15,358	19,081	24,623	...	...	68,018	21,300	...	...	1,13,941
	54,430	...	155	56,054	12,487	34,449	1,57,575	1,871	6,382	903	9,156	67,992	...	155	60,846	54,221	...	...	1,83,214
	1,58,008	...	2,965	1,64,660	22,722	76,627	4,24,982	54,750	7,197	65,328	1,27,275	1,86,666	...	2,965	2,30,889	1,71,874	...	...	5,92,394
	8,533	...	160	7,594	2,034	5,356	23,677	...	...	...	...	8,533	...	160	7,594	7,390	...	...	23,677
	59	...	...	...	...	...	59	...	...	...	...	59	...	...	...	...	...	...	59
	7,949	...	...	7,446	5,680	3,464	24,539	...	...	...	...	7,949	...	...	7,446	9,144	...	...	24,539
	1,080	...	...	...	1,244	1,657	3,981	...	...	(*e*)627	627	1,080	...	...	...	3,528	...	...	4,608
	17,621	...	160	15,040	8,958	10,477	52,256	...	...	627	627	17,621	...	160	15,040	20,062	...	...	52,883
	...	...	...	...	...	...	...	...	...	...	...	3,442	...	...	...	...	...	...	3,442
	1,75,629	...	3,125	1,79,700	31,680	87,104	4,77,238	55,350	7,197	65,955	1,28,502	2,07,729	...	3,125	2,46,529	1,91,936	...	...	6,49,319
	56,610	...	...	...	29,011	52,703	1,38,324	...	4,490	32,253	36,743	56,610	...	...	...	1,18,457	...	...	1,75,067
	2,000	...	...	...	4,478	24,055	30,533	...	(*f*)1,610	4,411	6,021	20,194	...	...	...	34,554	...	...	54,748
	58,610	...	...	...	33,489	76,758	1,68,857	...	6,100	36,664	42,764	76,804	...	...	...	1,53,011	...	...	2,29,815
	...	...	...	...	...	...	...	...	...	...	...	15,255	...	...	...	...	...	...	15,255
	...	...	...	...	...	...	...	...	...	...	...	7,532	...	...	...	...	...	...	7,532
	...	...	...	...	...	...	...	...	...	...	...	240	...	...	...	...	...	...	240
	...	...	...	...	...	...	...	...	...	...	...	7,772	...	...	...	...	...	...	7,772
	...	...	...	...	...	...	...	...	...	...	...	19,807	...	...	4,25,480	2,50,432	...	...	6,95,719
	...	...	...	...	...	...	...	...	...	...	...	1,406	...	...	4,390	...	...	...	5,796
	...	...	...	...	...	...	...	...	...	...	...	7,716	...	...	...	203	...	...	7,919
	...	...	...	...	...	...	...	...	...	...	...	28,929	...	...	4,29,870	2,50,635	...	...	7,09,434
	58,610	...	...	...	33,489	76,758	1,68,857	...	6,100	36,664	42,764	1,28,760	...	...	4,29,870	4,03,646	...	...	9,62,276
	2,34,239	...	3,125	1,79,700	65,169	1,63,862	6,46,095	55,350	13,297	1,02,619	1,71,266	3,36,489	...	3,125	6,76,399	5,95,582	...	...	16,11,595

Government grant of Rs. 1,650 to the College Department not paid through this office to St. Paul's School, Darjeeling.
which is a middle boys' school.
Boys' Schools, not paid through this office.
Girls' School not paid through this office.
Dutch Fund, but does not work under the Code.
European Female Orphan Asylum.

has been included in the returns of the School Department

	Rs.
... ...	462
... ...	4,812
... ...	2,442
... ...	7,716
... ...	91
... ...	112
... ...	203

FOR EUROPEAN EDUCATION.

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary Education in the Lower Provinces of Bengal at the end of the official year 1903-1904.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation examination, or an Examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS FOR BOYS. (*English and Vernacular.*)																				
Government ... English ...	1	187	...	...	...	73	...	73	70	...	70	44	...	44	...	...	...	187	...	187
Aided ... ,, ...	17	2,436	118	...	118	573	26	599	684	35	719	929	71	1,000	...	...	...	2,304	132	2,436
Unaided ... ,, ...	5	863	139	...	139	294	...	294	237	...	237	193	...	193	...	...	...	863	...	863
Total ...	23	3,486	257	...	257	940	26	966	991	35	1,026	1,166	71	1,237	...	...	...	3,354	132	3,486
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)																				
Government ... English ...	1	76	...	...	...	...	34	34	...	19	19	...	23	23	...	...	...	...	76	76
Aided ... ,, ...	30	3,498	1	68	69	29	556	585	101	735	836	603	1,405	2,008	...	...	...	734	2,764	3,498
Unaided ... ,, ...	5	350	...	25	25	5	60	65	4	86	90	67	103	170	...	...	...	76	274	350
Total ...	36	3,924	1	93	94	34	650	684	105	840	945	670	1,531	2,201	...	...	...	810	3,114	3,924
Total Secondary Schools for boys and girls.	59	7,410	258	93	351	974	676	1,650	1,096	875	1,971	1,836	1,602	3,438	...	...	...	4,164	3,246	7,410
PRIMARY SCHOOLS FOR BOYS.																				
Aided	7	329	...	...	...	...	...	...	54	33	87	153	89	242	...	...	...	207	122	329
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7	329	...	...	...	...	...	...	54	33	87	153	89	242	...	..	...	207	122	329
PRIMARY SCHOOLS FOR GIRLS.																				
Aided	13	628	...	...	...	...	...	...	36	85	121	216	291	507	...	...	...	252	376	628
Unaided	1	9	...	...	...	...	...	...	...	...	...	3	6	9	...	...	...	3	6	9
Total ...	14	637	...	...	...	...	...	...	36	85	121	219	297	516	...	...	...	255	382	637
Total Primary Schools for boys and girls.	21	966	...	...	...	...	...	...	90	118	208	372	386	758	...	...	...	462	504	966
GRAND TOTAL FOR 1903-1904 (for Secondary and Primary Schools).	80	8,376	258	93	351	974	676	1,650	1,186	993	2,179	2,208	1,988	4,196	...	...	...	4,626	3,750	8,376

B. S. Press—1367—650—4-1-1905—J. A. M. & others.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 13TH DECEMBER, 1904.

RESOLUTION—No. 3884.

READ—

The Report on Public Instruction in Bengal for the year 1903-1904.

The report, which was due to Government on the 1st October, 1904, was received on the 18th of that month. The Department was in charge of Mr. A. Pedler, F.R.S., C.I.E., from the 1st April to the 14th May, 1903, and again from the 18th August, 1903 to the 22nd March, 1904. Mr. A. C. Edwards, Principal of the Presidency College, Calcutta, officiated as Director during Mr. Pedler's absence on privilege leave from the 15th May to the 17th August, 1903.

2. Among various measures of improvement carried out during the year under review, the following deserve special mention on account of their far-reaching importance:—

(1) the opening of training classes for Hindu and Muhammadan widows and school-masters' wives so as to enable them to become teachers in girls' schools on the lines of a well-established system in force in the Madras Presidency;

(2) the extension of the system of appointing zanana teachers for women and girls of respectable family and position who by the custom of the country do not appear in public;

(3) the steps taken to improve the training schools for teachers of Primary schools and to increase the number of such schools; and

(4) the preparation of a comprehensive scheme for developing and making grants-in-aid to the indigenous Muhammadan Primary schools which exist throughout the Province.

General statistics of institutions and pupils in respect of primary and secondary education.

3. During the year under review there was an increase of 3·8 *per cent.* in the total number of educational institutions of all kinds and of 7·9 *per cent.* in the total number of pupils, the increase in the previous year having been 2·9 and 5·2, respectively. High and Middle English schools and pupils both increased. Although there was a further decline in the number of Middle Vernacular schools, there was a slight increase in the number of pupils attending schools of this class. The expansion of Primary schools was well maintained during the year, the number of such institutions having risen by 3·5 *per cent.* and the number of pupils by 8·2 *per cent.* There is still however only one school for every three villages in the Province, and the need for further development is year by year more keenly felt.

Education of Indian females.

4. It was observed in last year's Resolution that the various measures taken by Government with the object of advancing and encouraging the education of females in this Province had borne some fruit, and that there had been a substantial increase during the year 1902-1903 both in the number of institutions of this class and in the number of pupils attending them. During the year 1903-1904 the progress of this important branch of education has been much more rapid; the number of schools having increased by 36·5 *per cent.* and the number of pupils by 28·1 *per cent.* Altogether 148,874 girls were under instruction, as against 116,169 in the previous year and 96,050 in the year 1901-1902, the increase being most marked in the number of pupils attending Lower Primary schools. Encouraging as these results are, the proportion of female students to the total number of girls of a school-going age (2·8 *per cent.*) is still insignificant; and the need for patient and continued effort and for the loyal co-operation of the Hindu and Muhammadan communities remains undiminished.

5. One of the greatest difficulties hitherto experienced in establishing and maintaining schools for Hindu and Muhammadan girls has been the lack of qualified female teachers; and, as stated in last year's Resolution, steps were taken during the year 1902-1903 to improve the educational qualifications of teachers of this class and to increase their number by opening training classes in connection with several High English and Mission schools. In pursuance of the same object, it was decided during the year under review to encourage schoolmasters' wives and Hindu and Muhammadan widows to qualify as teachers; and, as an experimental measure, training classes for persons of these classes have been opened at suitable places, stipends being given to pupils who are ready to undergo the prescribed course of instruction.

6. Attention was drawn last year to the general reluctance displayed by parents to allow their daughters to continue their studies after they have reached a marriageable age. In order to meet such cases, the system instituted in the year 1902-1903 of appointing zanana teachers for women and girls of respectable position and family who by the custom of the country do not appear in public was extended; while it has recently been decided to allow girls who obtain Primary or Middle scholarships to retain their stipends even if they do not attend a school, provided that they prosecute their studies under suitable teachers and show good progress at the end of the year.

Education of Muhammadans.

7. It was observed in the Resolution recorded on last year's report that during the year 1902-1903 there had been an increase of 5·8 *per cent.* in the number of Muhammadan pupils under instruction, as compared with an increase of 5·2 *per cent.* in the total number of pupils of all religions. It was remarked that this was a hopeful sign, and that the Lieutenant-Governor trusted that it might indicate a real and lasting awakening on the part of the community to the advantages of education. So far as can be judged from the figures for the year 1903-1904, there are hopes that this anticipation may be fulfilled, the number of Muhammadan pupils having shown a further increase of 11·7 *per cent.*, as compared with an increase of 7·9 *per cent.* in the number of pupils of all religions. Important results are also anticipated from a scheme elaborated during the year under review by a conference of experts, over which Dr. Ross, Principal of the Calcutta Madrasah, presided, for developing the indigenous Muhammadan Primary schools which exist throughout the Province. This scheme has received the Lieutenant-Governor's sanction and will be brought into operation as soon as funds permit.

Collegiate education.

8. The number of Arts Colleges was 46, as against 45 in the previous year; while the total number of students remained practically the same. There was again a decrease in the number of students who appeared at the F.A. Examination, amounting to 177, or nearly 5 *per cent.* On the other hand, the percentage of successes rose by 2·7, as against a decline in the year 1902-1903 of 15·9. The total number of candidates for the B.A. Examination was 1,898, as against 1,711 in the previous year, of whom 284 were successful, as compared with 357 in 1902-1903. Altogether 14 candidates presented themselves for the B.Sc. Examination, of whom 5 only were successful. At the M.A. Examination 200 candidates appeared, as against 190 in the previous year; and of these, 70, the same number as in the previous year, succeeded in passing the examination.

9. The Director remarks that the results of the University Examinations were generally unsatisfactory, but that those of the B.A. Examination are extraordinarily bad. Mr. Pedler states that this failure was partly due to the fact that the candidates sent up from many Colleges in the year under review were not up to the standard of previous years; but he also thinks it probable that the tests for passing these examinations, which have been generally recognised as undesirably low, have been raised by the examiners.

10. Towards the close of the year under review Sir Andrew Fraser decided to remove the Dacca College from its present position in the City to an open site on the outskirts of Dacca. The new buildings will include houses for the Principal of the College and some of the professors, and hostels for a considerable proportion of the students. Good progress has already been made with this scheme.

11. Special Commercial classes were opened in June 1903 at the Presidency College. Few students have however hitherto joined these classes, and but little progress has yet been made. This subject is now under the special consideration of the Lieutenant-Governor. At His Honour's request a Conference of representative gentlemen interested in this branch of education has lately met and discussed the whole question. The views of the Conference will be awaited by him with much interest.

Commercial classes at the Presidency College.

12. The number of Secondary schools for Indian boys was 2,442, as against 2,441 in the year 1902-1903. Middle Vernacular schools declined by 46, while High English and Middle English schools increased by 11 and 36 respectively. As noticed in last year's Resolution, the tendency is to convert Middle Vernacular schools into Middle English schools and to develop the latter in their turn into High English schools.

Secondary education.

13. Altogether 5,971 candidates were sent up for the Entrance examination, as against 5,623 in the year 1902-1903; while the number of successful candidates was only 2,351 (39·3 *per cent.*), as compared with 2,622 (46·6 *per cent.*) in that year. These results are, as the Director observes, extremely disappointing; and an examination of the figures of recent years shews that the process of deterioration has been proceeding steadily for several years past, and that it has affected Government schools as well as aided and private schools. More candidates are now sent up than in previous years, but the number of successful candidates is considerably less. Mr. Pedler observes that as the gentlemen who conduct the Entrance examination are generally the same from year to year, these figures tend to show that the teaching in High schools is deteriorating, or that there is an increasing tendency to send up boys who are insufficiently prepared or are too young. In paragraph 15, page 21, of his report, Mr. Pedler observes that a comparison of the qualifications of teachers at such schools during the last two years shews that the number of M.A.'s and B.A.'s employed has declined by 9 and 16 respectively, and that graduates do not take readily to educational work. The Lieutenant-Governor trusts that one of the results of the Universities Act will be that pupils will be better prepared for this examination and will not be allowed to present themselves at it at too early an age. His Honour is unable to accept the view taken by Mr. Pedler that the qualifications of teachers in High schools have declined. A statement which he has had prepared for the last ten years shows that it is only in the year under review that a slight falling off in that respect has occurred, and that in the nine previous years the increase in the proportion of qualified teachers on the establishments of the various classes of schools kept pace with the increase in the number of pupils.

14. As in the preceding year, technical education was imparted at the Civil Engineering College, Sibpur, the Bihar School of Engineering, the Survey Schools at Dacca, Cuttack and Angul, and also at schools affiliated to the Sibpur College. The number of Industrial schools rose from 25 to 27, and the number of pupils attending them from 701 to 806. Of these schools, 1 is maintained by Government, 6 are supported by District Boards, 15 are aided from public funds, and 5 are unaided. Measures are at the present time being taken in accordance with the orders passed by the Government of India in their Resolution reviewing the Report of the Industrial Education Committee to improve the organisation of the existing technical and industrial schools throughout the Province.

Technical and industrial education.

15. A scheme for establishing schools for the purpose of imparting instruction in respect of the best and latest methods of cotton, silk and wool weaving, combined with a general education up to the Primary standard and teaching in drawing and designing, has recently been submitted to the Government of India and is at the present time under the consideration of that Government. It is well known that a great hand-loom industry exists in Bengal. Its condition however is precarious; and it is considered essential that, if it is not to be allowed to sink further into decay, really practical technical instruction should be provided for all classes of weavers, except the very small number who are employed in artistic work, to which mechanical improvements are not

applicable. It is notorious that the great mass of Indian weavers still use the old Indian hand-loom and warping apparatus, and are ignorant of the extraordinary mechanical improvements which have been made, since the middle of the eighteenth century, as regards these appliances and the preparatory processes of weaving. Several of the most important of these improvements are inexpensive, do not require great technical skill, and can easily be adapted to ordinary Indian weaving. There is, therefore, reason to hope that, if such a scheme is sanctioned, it may be productive of good results.

16. Schemes were submitted during the year to the Government of India for establishing a curriculum of mining instruction at the Sibpur Engineering College and for imparting practical instruction in mining in the mining districts. These schemes, which have been prepared with the help of representatives of the Indian Mining Association and expert officers of Government, including the Director-General of Geology and the Chief Inspector of Mines, are at the present time under the consideration of the Government of India.

Primary schools.

17. During the year 1902-1903 the number of Primary schools for Indian boys increased by 3·2 *per cent.* and the number of pupils by 6·1 *per cent.* It is very satisfactory therefore to find that there has been a further improvement during the year under review, the increases under the heads indicated having been 3·5 and 8·2 *per cent.* respectively. As pointed out however in paragraph 3 of this Resolution, there is still only one school to every three villages in Bengal; and the number of schools of this class must be very largely increased before any real satisfaction can be felt.

18. Considerable advance was made with the scheme sanctioned last year for establishing training schools to which teachers in primary schools are sent for a two years' course of training in the art of teaching. Altogether 41 additional schools of this class were opened during the year. Many more schools of this class are however urgently required; and, as soon as the necessary funds are forthcoming, this will be one of the first charges which will have to be met.

Hostels.

19. The Director observes that the usefulness of hostels is now thoroughly appreciated, and that many colleges and schools have institutions of this class attached to them. Mr. Pedler observes however that the accommodation at present available at these institutions is altogether inadequate, providing, as it does, for only 2 *per cent.* of the students attending Arts Colleges and Secondary schools.

20. It has been found that the existing rules for the regulation of hostels and students' messes are ineffective, that the students are frequently left without proper supervision and control, and that the conditions under which they live are in many instances extremely undesirable. The subject is engaging the serious attention of the Lieutenant-Governor at the present time, and a Conference of the heads of institutions in Calcutta has been convened for the purpose of considering the subject. His Honour trusts that, as a result of the deliberations of these gentlemen, it may be possible to prepare a body of regulations which will be of practical utility for the future.

21. The question of enabling District Boards to contribute towards the construction and maintenance of hostels, which was raised by the Director in his report for the year 1902-1903, received careful consideration during the year. The local officers and authorities who were consulted in the matter were practically unanimous in recommending legislation, and proposals on the subject will shortly be submitted to the Government of India.

Inspection.

22. The failure on the part of certain Sub-Inspectors of Schools to spend the prescribed number of days on tour was noticed in the Resolution for the years 1901-1902 and 1902-1903, and instructions were issued that the standing orders on the subject must be enforced in future. Further instances of remissness are again reported, and special measures will now be taken to bring home to the officers concerned their responsibility in this matter.

The position of District Officers and Divisional Commissioners in regard to education.

23. District Officers are already, in their capacity as Chairmen of the District Boards, in a position where they may be in close touch with education in Primary and Middle schools; and the Lieutenant-Governor warmly

acknowledges the valuable services rendered by many such officers in this department of work. Their relation to education in High Schools and Colleges is, however, His Honour considers, not as satisfactory as it might be, and he will endeavour to remedy this defect at an early date. He will at the same time consider how far the influence of Commissioners of Divisions in regard to all classes of education may be strengthened. Numerous schemes of educational reform are now in process of development, and it is essential that all District Officers and the higher administrative officers of Government should take an active interest in their progress.

24. Sir Andrew Fraser wishes to place on record his high appreciation of the services rendered during the year by Mr. Pedler. As indicated in the last paragraph, numerous schemes of reform are under consideration, and in all of these his advice and experience are of great value. Many of the schemes referred to have been matured and will be introduced as soon as funds permit. His Honour trusts that it may be found feasible to give effect to not a few of them during the coming year 1905-1906.

By order of the Lieutenant-Governor of Bengal,

A. EARLE,

Secretary to the Govt. of Bengal.

No. 4106.

COPY with a copy of the report forwarded to the Municipal Department of this Government, for information.

Circular No. 33.

COPY forwarded to Commissioners of Divisions for information.

By order of the Lieutenant-Governor of Bengal,

R. L. ROSS,

Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 24th December 1904.

B. S. Press—6600C—1,096—28-12-1904—T. N. R. and others.

GENERAL REPORT

PUBLIC INSTRUCTION IN BENGAL

1904-1905.

CALCUTTA.

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No. I.

Excludes Schools for Europeans.

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Percentage of boys of school-going age who are in Secondary Schools and Arts Colleges—

Class I. 10 per cent. and upwards.

„ II. 5 to below 10 per cent.

„ III. $2\frac{1}{2}$ to below 5 „

„ IV. below $2\frac{1}{2}$ „

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF PRIMARY EDUCATION
FOR BOYS
in 1904-05.
Scale 1 Inch = 80 Miles or nearer
Excludes Schools for Europeans.
REFERENCES.
Percentage of boys of School-going age who are in Primary Schools—
Class I. 40 per cent. and upwards.
,, II. 30 to below 40 per cent.
,, III. 15 to below 30 ,,
,, IV. below 15 ,,
1. NARSINGHPUR
2. HARAMBA
3. TIGHRIA
4. ATHGAR
NEPAL
BHUTAN
ASSAM
BENGAL
BAY OF BENGAL
Mouths of the Ganges
CENTRAL PROVINCES
MADRAS PRESIDENCY
CHOTA NAGPUR
ORISSA
HILL TIPPERA
CHITTAGONG
HILLS
CALCUTTA
Howrah
Serampur
Chandernagore
Hooghly
Chinsura
Barrackpur
Kidderpore
Garden Reach
Diamond Harbour
Kakdwip
Sagar Island
Saugor Channel
Hooghly R.
Rupnarain R.
Damodar R.
Subarnarekha R.
Mahanadi R.
Brahmani R.
Baitarani R.
Rasulgarh
Chandbali
Dhamra
Barabati
Cuttack
Puri
Pipli
Khurda
Pipili
Jajpur
Bhadrak
Balasore
Kaptipada
Mayurbhanj
Keonjhar
Pal Lahara
Talcher
Angul
Dhenkanal
Athmallik
Sambalpur
Bamra
Bonai
Gangpur
Sonpur
Patna
Kalahandi
Nawapara
Raipur
Bilaspur
Ratanpur
Korba
Chhuri
Lafa
Kawardha
Chhuikhadan
Mungeli
Pendra
Amarkantak
Rewah
Sohagpur
Shahdol
Umaria
Katni
Jubbulpore
Damoh
Sagar
Narsinghpur
Harakhpur
Tigharia
Athgar
Bhandara
Chanda
Wardha
Nagpur
Seoni
Betul
Multai
Chhindwara
Pachmarhi
Hoshangabad
Itarsi
Harda
Khandwa
Nimar
Burhanpur
Asirgarh
Betul
Amraoti
Akola
Buldana
Yeotmal
Basim
Hingoli
Parbhani
Nanded
Aurangabad
Jalna
Ahmednagar
Poona
Satara
Sholapur
Bijapur
Kolhapur
Belgaum
Dharwar
Kanara
Goa
Ganjam
Chilka Lake
Pulicat Lake
Vizagapatam
Godavari R.
Krishna R.
Tungabhadra R.
Kistna R.
Penner R.
Pennar R.
Cauvery R.
Palar R.
Ponnaiyar R.
Vellar R.
Coleroon R.
Gulf of Manaar
Palk Strait
Adam's Bridge
Ceylon
Andaman Islands
Nicobar Islands
Port Blair
Car Nicobar
Chowra
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Katchall
Nancowry
Great Nicobar
Little Andaman
Middle Andaman
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Preparis I.
Cocos I.
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Victoria Point
Tenasserim
Amherst
Moulmein
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Sittang R.
Bassein
Akyab
Kaladan R.
Myu R.
Naf R.
Arakan
Ramree I.
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Sandoway
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Preparis South Channel
Coco Channel
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Nine Degree Channel
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Six Degree Channel
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Darjeeling
Kalimpong
Titalya
Jalpaiguri
Dalton Hat
Cooch Behar
Rangpur
Dinajpur
Bogra
Pabna
Rajshahi
Maldah
English Bazar
Berhampore
Murshidabad
Jangipur
Kushtia
Jessore
Faridpur
Bakarganj
Mymensingh
Sherpur
Jamalpur
Tangail
Dacca
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Munshiganj
Narayanganj
Madaripur
Gopalganj
Barisal
Patuakhali
Bhola
Noakhali
Sandwip
Hatia
Comilla
Chandpur
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Sunamganj
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Cherrapunji
Nowgong
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Darrang
Lakhimpur
Sibsagar
Jorhat
Golaghat
Dibrugarh
Sadiya
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Preparis South Channel
Coco Channel
Duff Zone
Ten Degree Channel
Nine Degree Channel
Eight Degree Channel
Six Degree Channel
Andaman Sea
Bay of Bengal

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF FEMALE EDUCATION
in 1904-05.
Scale 1 Inch = 80 Miles or 1 : 5,063,360
Excludes Schools for Europeans.
REFERENCES.
Percentage of girls at Arts Colleges and Secondary and Primary Schools to female population of school-going age—
Class I. 2 per cent. and upwards
,, II. 1 to below 2 per cent.
,, III. ½ per cent. to below 1 per cent.
,, IV. below ½ per cent.
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
OF
B E N G A L
B A Y
Mouths of the
Ganges
NEPAL
BHUTAN
SIKKIM
ASSAM
BURMA
CENTRAL PROVINCES
MADRAS PRESIDENCY
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CHHOTA NAGPUR
CALCUTTA
Darjeeling
Gangtok
Jalpaiguri
Cooch Behar
Rangpur
Dinajpur
Purnea
Bhagalpur
Darbhanga
Muzaffarpur
Gorakhpur
Basti
Jaunpur
Ghazipur
Benares
Mirzapur
Allahabad
Fyzabad
Gonda
Tulsipur
Bara Banki
Sitapur
Shahjahanpur
Bareilly
Moradabad
Meerut
Saharanpur
Ambala
Simla
Dehra Dun
Naini Tal
Almora
Pilibhit
Rohilkhand
Oudh
Agra
Etawah
Cawnpore
Fatehpur
Allahabad
Jhansi
Lalitpur
Hamirpur
Banda
Jalaun
Gwalior
Indore
Bhopal
Nagpur
Chanda
Bilaspur
Raipur
Sambalpur
Balasore
Cuttack
Puri
Ganjam
Bhandesar
Akyab
Kaladan R.
Mayu R.
Naaf R.
Chittagong
Rangamati
Barisal
Khulna
Jessore
Faridpur
Comilla
Noakhali
Agartalla
Aijal
Lunglei
Myanesingh
Pabna
Bogra
Malda
Murshidabad
Berhampore
Krishnagar
Burdwan
Hooghly
Midnapore
Ranchi
Hazaribagh
Dhanbad
Purulia
Bankura
Chaibassa
Dalton Ganj
Palamow
Lohardaga
Jashpur
Sirguja
Surguja
Udaipur
Korea
Rewah
Mirzapur
Sasaram
Arrah
Chapra
Gorakhpur
Gogra R.
Ganges R.
Son R.
Damodar R.
Subarnarekha R.
Brahmani R.
Mahanadi R.
Hooghly R.
Rupnarayan R.
Kasai R.
Ajay R.
Mayurbhanj
Singhbhum
Manbhum
Pargana Dhalbhum
Kolhan
Porahat
Sonpur
Patna
Gaya
Shahabad
Monghyr
Bhagalpur
Purnea
Santhal Parganas
Rajmahal Hills
Parasnath
Barabar Hills
Nawada
Jamui
Gidhaur
Deoghar
Dumka
Rampur Hat
Nalhati
Suri
Jangipur
Kandi
Berhampore
Krishnagar
Nadia
Jessore
Khulna
Barisal
Backergunge
Faridpur
Dacca
Mymensingh
Sylhet
Cachar
Tipperah
Noakhali
Chittagong
Hill Tracts
Sundarbans
Saugor Island
Hooghly
Howrah
Calcutta
Port Canning
Diamond Harbour
Kulpi
Contai
Tamluk
Ghatal
Midnapore
Jhargram
Balasore
Cuttack
Puri
Chilka Lake
Pipli
Khurda Road
Bhubaneswar
Kalahandi
Sambalpur
Raigarh
Bilaspur
Jashpur
Chhattisgarh
Raipur
Drug
Rajnandgaon
Kawardha
Chanda
Wardha
Berar
Amraoti
Akola
Buldana
Yeotmal
Nagpur
Bhandara
Balaghat
Seoni
Betul
Chhindwara
Hoshangabad
Narsinghpur
Jubbulpore
Damoh
Saugor
Sagar
Narwar
Gwalior
Indore
Bhopal
Ujjain
Dewas
Rutlam
Mandsaur
Neemuch
Jaora
Partabgarh
Banswara
Dungarpur
Udaipur
Mewar
Marwar
Jodhpur
Jaisalmer
Bikaner
Ajmere
Merwara
Kishangarh
Jaipur
Alwar
Bharatpur
Dholpur
Karauli
Tonk
Bundi
Kotah
Jhalawar
Rewah
Mirzapur
Sasaram
Arrah
Chapra
Gorakhpur
Gogra R.
Ganges R.
Son R.
Damodar R.
Subarnarekha R.
Brahmani R.
Mahanadi R.
Hooghly R.
Rupnarayan R.
Kasai R.
Ajay R.
Mayurbhanj
Singhbhum
Manbhum
Pargana Dhalbhum
Kolhan
Porahat
Sonpur
Patna
Gaya
Shahabad
Monghyr
Bhagalpur
Purnea
Santhal Parganas
Rajmahal Hills
Parasnath
Barabar Hills
Nawada
Jamui
Gidhaur
Deoghar
Dumka
Rampur Hat
Nalhati
Suri
Jangipur
Kandi
Berhampore
Krishnagar
Nadia
Jessore
Khulna
Barisal
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Balasore
Cuttack
Puri
Chilka Lake
Pipli
Khurda Road
Bhubaneswar
Kalahandi
Sambalpur
Raigarh
Bilaspur
Jashpur
Chhattisgarh
Raipur
Drug
Rajnandgaon
Kawardha
Chanda
Wardha
Berar
Amraoti
Akola
Buldana
Yeotmal
Nagpur
Bhandara
Balaghat
Seoni
Betul
Chhindwara
Hoshangabad
Narsinghpur
Jubbulpore
Damoh
Saugor
Sagar
Narwar
Gwalior
Indore
Bhopal
Ujjain
Dewas
Rutlam
Mandsaur
Neemuch
Jaora
Partabgarh
Banswara
Dungarpur
Udaipur
Mewar
Marwar
Jodhpur
Jaisalmer
Bikaner
Ajmere
Merwara
Kishangarh
Jaipur
Alwar
Bharatpur
Dholpur
Karauli
Tonk
Bundi
Kotah
Jhalawar
86°
90°
24°
20°
82°

No. IV.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF MUHAMMADAN EDUCATION
in 1904-05.
Scale 1 Inch=30 Miles
Excludes Schools for Europeans.
REFERENCES.
Percentage of Muhammadan pupils of school-going age who are in Secondary and Primary Schools—
Class I. 20 per cent. and upwards
,, II. 10 to below 20 per cent.
,, III. 5 to below 10 ,,
1. NARSINGHPUR
2. BARAMBA
3. TIGIRIA
4. ATHGAR
BAY OF BENGAL
Mouths of the Ganges
CENTRAL PROVINCES
MADRAS PRESIDENCY
NEPAL
BHUTAN
ASSAM
CHOTA NAGPUR
ORISSA
CALCUTTA
JASHPUR
CHANGBHAKAR
8°
8°
8°

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL,

1904-1905.

CHAPTER I—INTRODUCTORY SUMMARY.

UNDER the Home Department orders, No. 1030, dated the 20th December 1904, this report has been reduced to 40 pages by eliminating from its pages all tabular statistical matter which may be summarized or gleaned from the General Tables. The supplementary statistics which formerly accompanied it in the form of 18 appendices have also been omitted.

2. This report covers very much the same ground as in previous years, but, owing to the various developments and improvements in education and in its methods which have been introduced into Bengal within the past seven or eight years, a few special features may be alluded to before the annual statistics are dealt with and discussed. These statistics and comparisons, though absolutely necessary to enable an accurate view to be taken of the progress made from year to year, and also essential for comparison with the work of future years, are, it is freely admitted, somewhat dry and lacking in interest. The limits assigned to this report, however, do not allow more than a few words of comment on changes, which are in themselves large and important, and which may have the most momentous consequences on the development of Bengal and its inhabitants. For it is on the fostering of education of a proper and appropriate nature that the true progress of Bengal will depend in the future.

3. One fact which has become increasingly evident during the past few years in the administration of the Education Department in Bengal is that the controlling staff is in many respects too small to enable the work which has been undertaken to be properly and effectively carried through.

4. The staff for instance of inspecting officers has not been increased in proportion to the rapid development of schools and pupils, with the result that in certain cases one Inspector of Schools is supposed to be responsible for the work carried on in more than ten thousand schools which are comprised within his Division.

5. To a certain extent this want of sufficient staff to carry through the work of education in a sound, not to say high, state of efficiency runs throughout both the Inspecting and Teaching staff, but an annual report is not the place to enter into details, and it is sufficient to record that proposals have been made during the year to remedy some of the more urgent wants of the Department in this respect.

6. Good work can also only be expected from a staff which is adequately paid and in which the prospects of promotion are sufficiently good. These factors have certainly not been prominent in the lower grades of officers in the Education Department in recent years, and here again steps have been taken to improve matters in both those respects, and it is hoped that before long there will be little reason for complaint among these officers.

7. Turning from the methods of control to the work of education itself, the first outstanding feature of the year has undoubtedly been the commencement of the working of the new Universities Act.

8. A new Senate of the Calcutta University has been formed, and before the close of the year a whole scheme of committees had been appointed and had commenced on the most important work of producing a new body of Regulations. Every day in the week was occupied by sittings of these committees,

and a full and complete set of Regulations will be shortly produced which will probably determine the character of University education in Bengal for many years to come. It is scarcely too much to say that the future of almost all forms of education in Bengal will depend largely on the work of these committees, for regulations of all kinds affecting education in Arts, Science, Law, Medicine and Engineering are being framed, and on the nature of the courses so arranged must also depend to a large extent the nature of the education which must be given and the standard which must be worked up to in all educational institutions of lower degree, which send up students finally to receive University education in its various branches. Unless the highest branches of knowledge are taught in a really satisfactory way and represent a proper standard both as to extent and depth, it is useless to hope that the lower stages can be anything but unsatisfactory. Hence the importance of the work which is now being carried on.

In this stage of collegiate education little actual change has been made during the year, but it is even now obvious that the new Universities Act is having an important effect on the tone of such institutions. With the near prospect of the expert inspection of all colleges, and with the knowledge that the Act requires a considerably higher standard of efficiency in the future than that which has existed in the past, there appears to be on all sides an endeavour to improve collegiate education in various ways.

9. The Government of Bengal indeed, as should be the case, is taking the most active part in this direction. During the year the scheme for starting a model Residential College at Ranchi has taken shape. Very liberal subscriptions have been secured for the residential section of the college, quite sufficient for starting a really fine and representative institution, and the scheme is now an assured success. An exceedingly fine new college, also largely of residential type, with a fine hall and library (the cost of which has been promised by a private donor), also a fine School of Engineering (due to private liberality) which is largely residential, are now partly completed at Dacca. At Patna, too, a scheme has been elaborated to make the college more of a residential type and to improve it in various ways, and, further, at the close of the year a scheme for the development and improvement of the Presidency College had been formulated and was under discussion.

10. Under the head of courses of Collegiate education, there have been naturally few developments during the year, and practically none can occur until the new Regulations of the Calcutta University are settled. One branch of education, however, the commercial section, is not yet connected with the University, and in this direction certain changes have occurred, and during the year a new and revised course of commercial instruction, working up to a point equal to the F. A. course, has been devised on the recomendation of a committee on which the Calcutta Chamber of Commerce was well represented. Courses of evening lectures on subjects connected with the requirements of commerce have also been arranged for the benefit of those who may be already employed in merchants' offices during the day.

11. In the case of the courses of study in secondary schools there has been no important change during the year, except that in a few cases agricultural gardens have been established and agriculture is now being regularly taught, and that in certain cases B and C classes (*i.e.*, courses leading towards Engineering and towards Commerce) have been arranged for or opened in a few Government or aided schools.

12. A good deal of work, mainly of consolidation, has been done in the matter of primary education, though it is to be regretted that the number of pupils in primary schools has rather decreased. This is very different from the result of the previous year's work, when a large increase in the number of schools and of pupils had been registered. It is difficult to explain the slight falling off in numbers, and the Inspectors of the various Divisions in many instances can give no very satisfactory explanation. A good deal of attention has been given during the year to the working out of a practical system of establishing rural primary schools. The proposals of the first committee were rather severely criticised, and with the further information received from many sources as the result of the publication of the first proposals, the subject was again referred to a second committee, but the results of the

labours of this committee will have to be discussed with the history of the following year.

13. A very important step has been taken during the year in the matter of the examinations held in all vernacular schools up to and including the Middle Vernacular and Middle English standards. In former years the system of public examinations and competition between small children had been pushed to its extreme limit in Bengal, and children of eight and nine even were subjected to public competition, and it was no wonder that small children who commenced in this way looked upon passing the public examination as the end of education, instead of looking upon their school education as the test of their work. This system also frequently encouraged teachers to pay the greater part of their attention to the bright pupils, to the neglect of the average and inferior pupils.

The arrangements which have been now introduced abolish public or competitive examinations generally, if not altogether, for children of an age up to about 15 or 16 years old, and private or school tests have been substituted, except in the case of a very few selected boys who compete for scholarships. These boys are selected by appropriate grades of inspecting officers and are then examined; but, again, this examination is not of the large public competitive character such as was formerly the case, for only one boy from a school is usually selected and his work is compared with that of only a few other boys, and the examinations are made as largely oral as possible.

14. Plans which had been made for the large development of the system of Training Schools and Colleges for teachers in Bengal have remained in abeyance during the year for want of sanction and want of funds. In the lower grades of Training Schools, however, steps have been taken to make them more efficient than formerly.

15. In technical education also little change has been made during the year, but plans have been submitted for the vigorous development of training in Weaving. Several mining State scholars have also been sent to Europe for practical and theoretical training.

16. In the case of female education the former efforts for increasing the number of girls at schools have been continued, but not with so great success as in the previous year. More model girls' schools have been opened, more zenana centres of teaching have been started, an additional Training School for female teachers has been opened at Darbhanga, and other means tried to develop this section of education, but the progress as yet is slow, though there are distinct signs that a more rapid development may be expected in the near future.

17. In Muhammadan education, a new curriculum for *muktabs* has been devised, and arrangements have been made to start model *muktabs* in various parts. Also to stimulate Muhammadan education special Urdu inspecting officers are being appointed. These arrangements were sanctioned during the year, but their actual commencement was delayed till April 1905 for want of sufficient funds.

18. In the case of the conditions of residence of college students and school-boys much attention has been given during the year, and a committee on which almost all the Calcutta colleges were represented sat for some time to devise means to improve matters in this respect. Recommendations were made, and notifications for carrying them out were issued during the year. The scheme in the first instance was applied to the case of Calcutta, and it is satisfactory to know that the scheme has already attained a very considerable amount of success, and that now the great majority of students attending the Arts Colleges in Calcutta are properly housed, with decent, respectable and sanitary surroundings, and that they are also under proper supervision. For the first year of the working of a new scheme, it has indeed proved very successful.

19. Other schemes for the improvement of education in Bengal are also being pushed on, but they need not be described in detail.

20. Including some of the items referred to in the previous paragraphs and giving only those which are actually at work or have been started during the year under review, the most noticeable features in the educational work in Bengal in 1904-1905 may be thus summarized: (1) the abolition of the Middle and Primary Examinations as public examinations and the award of scholarships (Middle and Primary) by private examinations; (2) the distribution of Middle

Scholarships by districts, Upper Primary Scholarships by subdivisions, and Lower Primary Scholarships by thanas; (3) the increase of the pay of the Pandits and of the stipends of the Guru students in the Subdivisional Guru Training Schools; (4) the further expansion of female education by starting additional Model Primary Schools for girls, by opening more zenana centres and a Middle School at Bhawanipur in Calcutta, by the establishment of a Training School for Hindu female teachers in Darbhanga, and by the appointment under the District Boards in Orissa of peripatetic Sewing Mistresses for girls' schools in the interior; (5) the consideration of the question of differentiating the courses of study in Rural Primary Schools from those followed in ordinary Primary Schools; (6) the scheme for the improvement of Muhammadan education in *maktabs*; (7) the training of Deputy and Sub-Inspectors and Middle School teachers in Training Schools; (8) the institution of service-books for teachers of schools under private management; (9) the institution of half-yearly examinations for English and Vernacular masters in the art of teaching; (10) the improvement in the conditions of student-life in Calcutta by the institution of messes attached to colleges in houses taken by Government, and the appointment of special officers to inspect their condition; (11) the formation of agricultural gardens in connection with Secondary Schools; (12) the reorganisation of the commercial classes opened in connection with the Presidency College, Calcutta; (13) the arrangements sanctioned for improving the teaching in Collegiate and Zilla schools, and in smaller colleges by appointing experts to lecture on special subjects in important educational centres.

CHAPTER II.—GENERAL SUMMARY OF STATISTICS AND FACTS.

THE area and population with which the Provincial Educational Report is concerned are shown in General Table I appended to the report. The area comprises all the administrative Divisions in Bengal Proper, Orissa and Bihar, and such portions of the Chota Nagpur Division as are within the British territory. It includes also the Garjat Mahals or the Tributary States in Orissa. On the other hand, French Chandernagore, the Cooch Behar State and the States of Hill Tippera are not included, and the progress of education in these tracts is not noticed in this report.

2. The arrangement in this report follows that in the previous report in respect of dealing with the several subjects in various chapters. The appendix contains only the General Tables, including such of the supplementary statistics for European schools as are required to be annexed to it under Government orders. All other statistical tables which were hitherto contained either in the body of the report or annexed thereto have been relegated to a separate volume of statistics.

3. All educational institutions are primarily divided into (1) Public and (2) Private. The institutions which have adopted the standards prescribed by the University or by the Department are called Public institutions, and these are regularly inspected by the Department. Under this head are comprised (1) Arts and Professional Colleges; (2) Secondary and Primary Schools for both Indian and European boys and girls; and (3) special schools. Private institutions lie outside the departmental or University system and comprise various classes of schools, such as Sanskrit tols, muktabs and Koran schools for Muhammadans, and elementary pathsalas, which follow the traditional (and not the modern) systems of instruction.

Arts and Professional Colleges.

4. During the last two years the number of Arts Colleges remained stationary, though the average roll numbers at a College increased from 174·1 to 175·6. These institutions prepare candidates for the F.A., B.A. B.Sc., and M.A. examinations of the Calcutta University. The institutions classed as Professional Colleges teaching Law are not separate institutions, but are simply departments attached to Arts Colleges. The Medical College in Calcutta is under the control of the Medical Department of Government. But as it is an educational institution pursuing courses of studies prescribed by the Calcutta University, its statistics are included in the Educational Tables. The course of studies pursued in the Engineering department of the Sibpur College is also

prescribed by the University. Of the several departments attached to this College, the Agricultural class is included in the returns as a separate Professional College for teaching Agriculture.

5. Under the head "Secondary Schools" are included high and middle schools, English and vernacular, for boys and girls. The detailed account of these schools is given later on. High English schools for boys increased by 11, but their average roll number decreased from 220·4 in 1903-04 to 215·6 during the year under report. Of the 576 high schools for boys returned during the year, 568 were for Indian pupils and 8 for Europeans and Anglo-Indians.

6. Middle English schools for boys increased in number by 30, but the average roll number in each school decreased from 75·1 to 72·6. Of these schools, 1,034 were for Indian boys, and the rest, viz., 12 for Europeans and Anglo-Indians.

Middle vernacular schools for boys decreased by 32. Their average roll number also decreased from 57·8 to 55·8. These schools are all for Indian pupils.

7. The number of upper primary schools for boys increased by 97, but the average roll number decreased from 44·5 to 44·3. Of these, 4,942 schools were for Indian boys and 6 for Europeans and Anglo-Indians. The lower primary schools for boys decreased by 1,014. Their average roll number also declined from 26·5 to 26·3. There was only one lower primary school for European boys out of 43,235 schools returned during the year under report.

8. The number of girls' schools for general education, *i.e.*, High, Middle and Primary schools for Indian and European girls, increased by 228. Their average roll number also increased, though very slightly. The total number of girls' schools was 4,959, of which 49 were for Europeans.

9. Special institutions, excluding Professional colleges, increased by 101, and their attendance by 3,854 pupils. Among these schools, training institutions are among the most important. For in Bengal, the number of trained teachers has always been and still is very small, specially in Primary schools. Efforts are, however, being steadily made to increase the number of training institutions and to improve their quality. Within the last two or three years a guru-training school has been opened in each subdivision for the training of teachers in primary schools, but this represents only a small beginning and many more Training schools are required.

The other special schools are included under the heads (1) Medical schools; (2) Schools teaching engineering and surveying; (3) those teaching Art and Industry, Commerce and Agriculture; and (4) Reformatory schools. Madrasahs and organised Sanskrit tols—the latter included under "Miscellaneous schools"—are institutions teaching Arabic and Sanskrit, where literature is mainly taught, while subjects of practical importance in every-day life do not receive the attention they deserve.

10. Private institutions increased by 33, but the average number of pupils attending all these institutions increased from 13·0 to 13·2. The advanced schools teaching Arabic and Persian increased in number by 55, and their average attendance from 15·5 to 16·0. The Koran schools on the other hand decreased by 4, but showed an increased attendance. It is hoped that with the increase in the number of Muhammadan inspecting officers and of competent Muhammadan teachers in these institutions, their courses of studies will be gradually modernised. The number of Muhammadan teachers qualified to teach modern educational methods is now increasing, and such men should be appointed as teachers in these schools in future.

Under the head "Other schools not conforming to Departmental Standards," the number of schools increased by 136 and their pupils by 2,543. These nondescript schools increased largely in the Bhagalpur Division, where many lower primary schools which have not adopted the new methods have been relegated to this class of schools.

Proportion of schools to villages

11. The total number of educational institutions (public and private) returned during the year under report decreased from 66,100 to 65,554. The total number of villages in Bengal recorded under the last census was 215,467. Thus there was during the year one school for every 3·28 villages, against one school for every 3·26 villages in the previous year.

Proportion of scholars to estimated population of school-going age.

12. General Table I appended to this Report shows in detail also the number of male and female scholars, their proportion to the estimated population of school-going age being taken as usual at 15 per cent. of the total population. The total number of pupils decreased from 1,892,874 to 1,865,252, or by 1·5 per cent., the number of male pupils having decreased from 1,730,614 to 1,694,157. It is noteworthy that the number of female pupils increased from 162,260 to 171,095. The decline in the percentage is due chiefly to the decrease in the number of pupils in primary schools, which has been partly explained later on in Chapter VI dealing with primary education.

Schools according to management.

13. The number of public institutions managed by Government increased by 34, the secondary schools increasing by 1, primary schools by 14 and special schools by 19. The schools managed by District and Municipal Boards increased by 6; secondary and primary schools have shown an increase of one school under each head, while industrial schools increased by 4. Schools in the Native States increased by 50, the increase having taken place largely in primary schools. Aided schools increased by 17 only, while unaided schools decreased by 686. It is satisfactory to find that the decrease that occurred in the number of public institutions took place in the class of unaided institutions.

Caste and creed of the pupils.

14. The details about the caste and creed to which the pupils attending the various classes of educational institutions belong, are shown in General Table IIIA. The percentages of Native Christians, Hindus and miscellaneous religions—Buddhists, Parsis and others—showed an increase, while the percentage of Muhammadan pupils declined from 28·89 to 28·40. This is disappointing. This decline has been mainly in primary schools, where the Muhammadan pupils decreased by 19,130. This decrease has been dealt with in Chapter VI—Primary Education.

General statistics of expenditure.

15. The total expenditure incurred on education during the year under review decreased from Rs. 1,38,65,410 to Rs. 1,37,89,560, or by Rs. 75,850. The decrease is entirely due to an apparent diminution in the cost of European Education as will be seen in Chapter X, page 29, paragraph 4 of the Report. The proportion which the expenditure from various sources bears to the total cost increased under all the heads except under "Other sources." Under "Provincial Revenues" the percentage increased from 23·3 to 23·8; under "District Funds" from 12·6 to 12·8; under "Municipal Funds" from 0·8 to 0·9; under "Fees" from 43·1 to 43·8; while under "Other sources" it declined from 20·2 to 18·7. Subscriptions and endowments are included under the head of "Other sources," and as subscriptions are always very precarious sources of income, the decrease is not of much consequence.

Public Fund expenditure under various heads of Educational charges.

16. The expenditure from Provincial Revenues increased under Collegiate, Primary and Special Education by 6·5, 8·5 and 7·0 per cent., respectively, whereas it decreased under Secondary and Female Education by 3·7 and 0·2 per cent. The cost to Provincial Revenues on account of "Scholarships" and "Furniture" also decreased, while that under "Buildings," "Miscellaneous" and "Superintendence" showed a considerable increase.

The expenditure from District Funds increased under all the heads except "Furniture" and "Miscellaneous." Municipalities made increased contributions towards primary and female education, towards special schools and buildings and superintendence.

Average cost of educating each pupil.

17. The average annual cost of educating each pupil in different classes of public institutions is shown in detail in General Table II. In Arts Colleges the total average cost per pupil was Rs. 129-14-6 and increased by Rs. 23, of which Rs. 9 was met from Provincial Revenues. Under Professional Colleges, the cost of educating each pupil was Rs. 172-13-5, and the cost to Provincial Revenues decreased by Rs. 3, while it increased under Private Funds. In secondary and primary schools there was no material change of cost. In training and other schools taken together the total average cost per pupil also decreased, though the cost to Provincial Revenues in training schools increased by Rs. 3 nearly and decreased in other special schools by the same amount.

Average attendance and cost per pupil in Secondary and Primary schools for Indian boys.

18. The average attendance remained the same in high schools and it increased in middle English and vernacular as well as in primary schools. The average cost per pupil decreased slightly in high schools, middle English, and lower primary schools, while it increased in middle vernacular and upper primary schools. The annual cost of educating a boy in a high school

was Rs. 20-0-11, in a middle English and middle vernacular school it was Rs. 10-9-10 and Rs. 8-0-11, respectively, and in an upper primary school it was Rs. 3-9-5 and in a lower primary school it was Rs. 2-8-4.

Variations in the results of the University examinations.

19. Comparing the results of the several University examinations of the last year with those of the preceding years, it is found that the results of the Entrance, B.A. and B.L. Examinations are more satisfactory, while the results of the other examinations are unfavourable.

Expenditure scholarships.

20. The expenditure from public funds on scholarships held in various classes of educational institutions decreased by Rs. 2,795. The percentage of the total expenditure on scholarships to the total expenditure on Public Institutions decreased in Arts Colleges from 0·70 to 0·66. It increased in medical institutions from 0·12 to 0·13 ; in secondary and special schools the percentages remained stationary at 0·59 and 0·26, respectively; while in primary schools it increased from 0·13 to 0·14, which is satisfactory.

Proportion of male pupils under instruction in various districts.

21. Judged by the proportion which the number of boys at school in each district bears to the number of boys in it of school-going age, the districts of Howrah and Chittagong respectively occupy the first and second places in the list. In the previous year Chittagong occupied the first place and Howrah stood second. The districts of Noakhali, Hooghly, 24-Parganas, Midnapore, Backergunge and Bankura retained the position they held in the list in the previous year.

Fluctuations of the number of pupils in the several Divisions.

22. The number of pupils under education decreased in all the Divisions except the Orissa and Chota Nagpur Divisions, in the Orissa Tributary Mahals and the town of Calcutta.

CHAPTER III.—CONTROLLING AGENCIES.

THE Bengal Educational Department consists of two sections—(1) Controlling authorities of various ranks, and (2) the tutorial staff employed in educational institutions of different classes.

The Controlling authorities consist of the Director of Public Instruction, helped by an Assistant Director of Public Instruction, and various grades of Inspecting officers, while the tutorial staff consists of Principals, Professors and Lecturers of Colleges and teachers of different classes of schools. Besides these, there are numerous assistants employed in clerical and other duties in connexion with the offices to which they are attached. The Director of Public Instruction is the head of the Department and is responsible for all kinds of education—Collegiate, Secondary, Primary, Special and Indigenous.

Direction.

I was in charge of the Department throughout the year. During this period, however, I was on special duty from the middle of May 1904 for 39 days in Naini Tal, Mussoorie and Simla, and for 27 days from the middle of September 1904, again at Simla, as a member of the Committee appointed for the investigation of the financial condition of Hill schools for Europeans. I also spent 12 days on inspection of educational institutions in Calcutta, and a further 47 days on inspection work in the mufassal. Thus a considerable portion of my service during the year was spent on inspection and on special duty in the mufassal. My office duties during the year were also unusually heavy, and were much increased by work necessary in connexion with the consolidation of the various new systems introduced into the Department.

2. C. W. Peake, Esq., M.A., C. Russell, Esq., M.A., and V. H. Jackson, Esq., M.A., successively held the office of Assistant Director of Public Instruction. From these officers I have obtained much valuable help in my office work.

3. Of the Controlling authorities below the Director, the Inspectors and the Inspectress of Schools rank next. There were nine Divisional Inspectors of Schools for the inspection of schools for Indian pupils, one Inspector for European schools, and one Inspectress for girls' schools.

Inspection.

4. Each Divisional Inspector, except in the Divisions of Rajshahi, Chittagong and Orissa, had under him an Assistant Inspector, whose duty was to help him in the supervision of secondary and primary schools in his Division and in carrying on office work. There was also one Assistant Inspectress of Girls' Schools.

5. The officers working in subordination to Inspectors and Assistant Inspectors are Deputy Inspectors, and below Deputy Inspectors are—(1) Sub-

Inspectors, including Assistant Sub-Inspectors of Schools; and (2) Guru Instructors or Inspecting Pandits.

Duties of the Inspecting Officers.

6. The Divisional Inspectors are responsible for the condition and well-being of High schools, Deputy Inspectors for Middle and Upper Primary schools, and Sub-Inspectors for Lower Primary schools, aided or under public management, while the Guru Instructors (Inspecting Pandits or Munshis) work among Lower Primary schools, aided and unaided, and private institutions. The chief duty of the last class of officers is to teach untrained teachers of Lower Primary schools the elementary principles of school method and the details of the new scheme of vernacular education. The Inspector of European Schools is responsible for schools for Europeans and Eurasians. The Inspectress of Girls' Schools visits schools for European and Eurasian girls, High and Training schools for Indian girls, and all girls' schools in large centres. The Assistant Inspectress visits schools for Indian girls under Native or Mission management in the mufassal.

Extra Departmental Officers who inspect schools.

7. Besides the Educational officers named above, District and Sub-divisional Officers are also requested under Government orders to inspect schools. The Divisional Commissioners occasionally inspect schools, to encourage the people in the matter of education.

Private Agencies.

8. Various Missionary bodies and a few Native Associations assist the Department in managing and controlling educational institutions.

School Committees.

9. Visiting Committees have been formed for the inspection of Secondary schools under public management, and Managing Committees for aided Secondary and Upper Primary schools. These Committees are expected to perform useful work, as they represent all classes of the community from which pupils in these schools are drawn.

10. District and Municipal Boards and Local Boards exercise control over the schools which are under their own management or which are paid for from their respective funds. Members of Local Boards sometimes assist the Department in the inspection of the schools with which they are concerned.

Divisional Inspectors.

11. These officers are nine in number, one officer being attached to each Division of Bengal. The following are details as to the officers in charge of these Divisions during the year.

Burdwan Division.—Maulvi Mohammad Ibrahim, B.A., was in charge throughout the year.

Presidency Division (including the town of Calcutta)—Was under the charge of Mr. P. Mukerji, B.SC., throughout the year. Mr. Mukerji has also important duties devolving on him as *ex-officio* Secretary to the Central Text-Book Committee.

Rajshahi Division—Was under the charge of Mr. Hallward until the 27th June 1904; Mr. Peake then officiated, while Dr. Booth took charge from the 20th March.

Dacca Division.—Mr. Bamford held charge throughout the year.

Chittagong Division—Was under the charge of Maulvi Abdul Karim, B.A.

Patna Division—Was under the charge of Mr. W. Billing, M.A., throughout the year.

Bhagalpur Division—Was under the charge of Dr. P. Chatterjee, B.A., D.SC.

Orissa Division (including Orissa Tributary Mahals)—Was under the charge of Mr. H. A. Stark, B.A., throughout the year.

Chota Nagpur Division.—Babu Sasi Bhushan Dutta, M.A., was in charge throughout the year.

The work of these gentlemen has been satisfactory.

Inspection of European schools.

12. Mr. H. E. Stapleton, B.A., B.S C., officiated until the 2nd August 1904, and Mr. V. H. Jackson, M.A., from that date up to the 6th October 1904. Mr. W. W. Hornell, B.A., on return from special duty, worked during the remaining part of the year.

Inspection of Girl's Schools

13. Miss Lilian Brock, B.A., Inspectress of Schools, was in charge of this post throughout the year, and Mrs. Moorat was Assistant Inspectress of Girls' Schools. As noted in the previous report, the provision for the inspection of female schools by female inspecting agency is still quite inadequate, and for this reason it is difficult to establish a scheme under which the services of the present Inspectresses can be utilised to the best advantage.

Assistant Inspectors of Schools.

14. Were six in number as in the previous year. The outturn of the work done by this class of officers was satisfactory during the year under report. The Assistant Inspectors of the Burdwan, Patna and Chota Nagpur Divisions spent a distinctly large number of days on the inspection of schools.

Deputy Inspectors Schools.

15. Their number increased from 52 to 54, a new officer having been appointed during the year for the Orissa Tributary Mahals, with his head-quarters at Cuttack, and an additional officer for the district of Backergunge. In the Burdwan Division, all the officers have been reported to have worked satisfactorily. In the Presidency Division, Murshidabad and Khulna were the only districts in which some secondary schools were not visited, but the reason for failure was explained by the defaulting officers. In Calcutta, the inspection work done was satisfactory, though the Deputy Inspector had to perform various additional duties. In the Rajshahi Division, the work done by the Deputy Inspectors was reported to have been moderately good; but the Deputy Inspector of Rangpur failed to attain the prescribed minimum number of days on tour. The work done by some of the officers in the Dacca Division, calculated in proportion to a full year, was not satisfactory. In the Chittagong Division, one officer failed to attain the prescribed minimum number of days on tour and assigned for his short work various reasons, including ill-health, which were not accepted by the Divisional Inspector as satisfactory. In the Patna Division, only Babu Kali Pada Sarkar, M.A., who worked in the district of Saran and Patna during the year, fell short of the prescribed minimumin the former district. The work done in the Bhagalpur Division was, on the whole, satisfactory. In the Orissa Division, all the officers except Babus Upendra Narayan Dutta Gupta and Raghunath Ghosh, worked well during the year. Mr. A. G. Heefke was appointed to a new post of Deputy Inspector of the Orissa Tributary Mahals. As the area of the Tributary States is very large, the Divisional Inspector has reserved to himself the inspection of schools in the States of Mourbhanj and Dhenkanal. In the Chota Nagpur Division the work done by the Deputy Inspectors of Schools was satisfactory in all the districts, except Hazaribagh, in which the short work was properly explained.

Sub-Inspectors of Schools.

16. Their number increased from 280 to 284. In the Burdwan Division, all the officers worked satisfactorily, excepting two, of whom one was ill and the other resigned his appointment during the year. In the Presidency Division, Jessore is the only district in which three Sub-Inspectors were reported to have failed to spend 200 days on tour; one of them was ill and took two months' leave. In the district of 24-Parganas, a Sub-Inspector who was reported to have done his work perfunctorily by paying 502 visits to schools deserves censure. In the Rajshahi Division, the average number of days on tour was good in all the districts, excepting Darjeeling, where the work done was not satisfactory owing to the ill-health of the Sub-Inspector. In the Dacca Division, only two Sub-Inspectors failed during the year to attain the prescribed minimum, owing to ill-health. In the Chittagong Division two officers failed—one owing to ill-health, and one without sufficient explanation. In the Patna Division, Babus Jiut Lal and Abinas Chandra Sen were reported to have failed to put in 200 days on tour. The former was suspended and his pay reduced from Rs. 50 to Rs. 40 for three months, while the latter died. In the Bhagalpur Division, four officers were reported against: of these, two retired from service, the services of the third were dispensed with, and the fourth has been called upon to explain his shortcomings. In the Orissa Division, nine officers were reported to have been defaulters; of these, six are no longer in service, two suffered from ill-health, while no satisfactory explanation has been offered regarding Babu Joges Chandra Ghosh, B.A., except that he was still on leave. In the Orissa Tributary Mahals, all the Sub-Inspectors worked very satisfactorily, with the exception of the Sub-Inspector of Schools, Dhenkanal, whose health broke down.

17. It has been reported from some Divisions that a few Sub-Inspectors failed during the year to visit all primary schools under them, in consequence of an increased number of such schools having been placed under their inspection. With a view to check perfunctory visits to schools and to utilize the services of Sub-Inspectors rather more largely as peripatetic teachers of new methods than as inspecting officers, it was laid down in the previous report that it would be better to require of the Sub-Inspectors, if possible, more than 200 days on tour,

and to reduce the minimum number of visits from 350 to 200 or 225 a year. Until the number of Sub-Inspectors is adequately increased, some relaxation of this ruling must, however, be allowed by the local authorities in cases in which the number of primary schools under the inspection of a Sub-Inspector is too large for him to visit them in the course of a year. In areas in which lower primary schools are very close together, the Sub-Inspector may be allowed to visit two or three such schools in a day, devoting, however, not less than two to three hours to the inspection of each school and the instruction of its Guru.

18. The following Sub-Inspectors of Schools have been recommended for good work :—

Babus Radha Nath Chatterjee, B.A., Ram Gopal Mukerjee, Gopi Nath Sen, Gopi Nath Majumdar, Priya Nath Majumdar, Nibaran Chandra Das Gupta, Rasik Lal Das, Umes Chandra Bose, and Maulvi Ali Asgor, B.A., Babus Sris Chandra Chaudhuri, Kamales Chandra Banerji, Maulvi Izad Bux, B.A., B.L., Babus Charu Chandra Banerji, B.L., Hari Charan Banerji, Sures Chandra Chaudhuri, Maulvi Musharaff Hussain, B.A., Babus Priyanath Brahmachari, B.A., Satkari Sanyal Dinanath Bhattacharyya, Sures Chandra Ray, B.A., Umes Chandra Bose, and Maulvi Khorsid Hossein, B.A., Babus Hara Kumar Bose, Kamini Kumar Som, B.A., Bepin Chandra Sen, Maulvi Aftabuddin Ahmad, Maulvi Abdus Salim, Babus Mahanand Dutta, Govinda Chandra Ghosh, Mathura Nath Guha, Maulvi Nazimuddin Ahmed, Babus Mahim Chandra Mazumdar, Giris Chandra Sen, Maulvi Jakiuddin Ahmed, B.A., and Maulvi Mahamed Barkatulla, Babu Rames Chandra Das, B.A., Maulvi Abdul Halim, Babu Ananda Mohan Datta, B.A., Maulvi Abdul Latif, Babu Gopal Chandra Datta, B.A., Maulvi Muhammad Asad, B.A., Babus Kumudeswar Basu, Govinda Chandra Chakravarti, B.A., Mati Lal Das, B.A., Rajani Kanta Chakravarti, B.A., Maulvi Mazharul Huq, and Babus Gagan Chandra Barua, Gopal Das, Baldeo Narayan Mahta, and Ganga Prasad Sastri, Maulvi Zainuddin Ahmad, Babus Jadu Prasad, B.A., Umes Chandra Lal, Maulvi Timur Muhammad, Babus Kali Kumar Das, Brajendra Chandra Ghosh, Tarakeswar Bhattacharya, M.A., Mr. John Nava Kisor Sarkar, Babus Prasanna Chandra Datta, Kamala Prasad, B.A., Narayan Prasad Mahanti, B.A., Jagannath Das, Srinibas Sinha, and Maulvi Asraf Ali, Babus Ram Chandra Banerjee, Pares Nath Ghosh, B.A., Jogendra Nath Chatterji, Sasi Bhushan Chakravarti, B.A., Harihar Pathak, Tarak Ram Dubey, and Sures Chandra Sakar.

Assistant Sub-Inspectors.

19. The number increased from 8 to 14. The Rajshahi Division returned three, and the Dacca Division ten of these officers, while one was appointed in the Patna Division. The salary paid to these officers in the Dacca Division was Rs. 30, besides Rs. 30 for travelling allowance; while the officer in the Patna Division received Rs. 25 as pay and Rs. 10 as horse allowance.

Guru Instructors.

20. The total number of these officers remained unaltered at 515. Some decrease, however, took place in the Burdwan, Presidency and Rajshahi Divisions, while the number increased in the Dacca, Bhagalpur and Chota Nagpur Divisions and in the Orissa Tributary Mahals.

District Boards.

21. Almost all District Boards were reported to have worked in harmony with the Department. In the Orissa Division, however, some District Boards did not furnish the Inspector of Schools with copies of the sanctioned budget estimates, and it was reported that the authority of the Deputy Inspector of Schools over the subordinate inspecting officers as well as over middle and primary schools was not fully recognized by the District Board of Balasore.

Local Boards.

22. The Local Boards in Burdwan, Howrah, Birbhum, and Hooghly are authorized to exercise educationalpowers. In Burdwan, additional powers over Sub-Inspectors have been conferred upon the Local Board. In the Presidency Division, Local Boards in the districts of Nadia, Jessore, and Murshidabad exercise educational powers. The members of the Local Boards in Pabna in the Rajshahi Division appeared to take no interest in educational matters. Shahabad and Patna are the only districts in the Patna Division where the Local Boards exercise educational functions. In the Bhagalpur district, some of the Local Boards failed to spend the amount allotted for primary education. The Local Boards in the districts of Mymensingh, Tippera, Cuttack and Balasore exercise educational functions.

District Committees.

23. District Committees exist only in the districts in which the Local Self-Government Act has not been introduced and where there are Government high schools. The Committee which exists at Darjeeling did not supply the Inspector of Schools with copies of their proceedings. The Committee at Dumka in the Sonthal Parganas met three times during the year under report to discuss educational questions. In the Chota Nagpur Division the Committee in Singhbhum exists only in name, the Deputy Commissioner and the Deputy Inspector of

Schools performing all the duties assigned to that body. In the district of Angul there is no such Committee, as there is no Government high school in the district.

Municipalities.

24. In the Burdwan Division, all the Municipalities, except those in the district of Burdwan, consulted the Deputy Inspectors in educational matters. In the town of Calcutta, the Deputy Inspector's advice was not followed in distributing municipal grants to primary and secondary schools. In the Rajshahi Division the Deputy Inspector of Dinajpur is a member of the Dinajpur Municipal Board. In the Dacca Division, the municipal grants are administered by the District Magistrates in consultation with the Deputy Inspectors. In the Chittagong Division, Chittagong is the only district in which the Municipality has not as yet attained the percentage it is required to spend on education. In the Orissa Division, the budget estimates of each Municipality are prepared by the Deputy Inspector, and his advice in educational matters is generally followed. The Palamau Municipality in the Chota Nagpur Division failed during the year under report to spend even its inadequate allotment.

Inspection of Schools by Magistrates, etc.

25. The Burdwan Divisional report does not mention this point. It is stated in other Divisional reports that District and Subdivisional Officers visited schools and took much interest in educational matters. The Superintendent and Assistant Superintendent of the Orissa Tributary States as well as the Deputy Commissioner of Angul visited schools in these States and made useful suggestions for their improvement. In these States there is a marked tendency for the Chiefs to take more interest in educational matters than was formerly the case.

CHAPTER IV.—COLLEGIATE EDUCATION.

THIS Chapter deals with general education relating to a stage higher than that of the Matriculation Examination of the University, as well as that in the higher branches of law, medicine and in organized Sanskrit tols.

The Calcutta University.

2. A new Senate has been formed under the new Universities Act, and much progress is being made in the most important matter of framing new Regulations for all branches of the administration of the University. These new Regulations are being worked out by representative committees of the Senate, and it is hoped that all the Regulations will be in force by the beginning of the next year. These Regulations not only include matters concerned with the general working of the University, but they also deal with the revision of the courses of study in each branch of University work. The educational reforms, which it is hoped will result from the operation of the Indian Universities Act, have indeed already commenced, and among the most valuable are the recent arrangements made with the help and approval of Government in the metropolis for students' messes and boarding-houses. It is certain that this bringing of students under proper conditions of living and also under discipline will have a great effect in the near future. At present this work is only at its commencement, but so far the experiment is succeeding remarkably well. It is gratifying to note that the private colleges are taking a most active part in this reform.

There are also many indications that attempts are being made in many directions to improve the condition and standard of work of colleges.

ARTS COLLEGES.

The general statistics of the Arts Colleges.

3. The total number of Arts Colleges in the Province remained stationary, their number being 46 as in the preceding year. The number of Government and Municipal colleges was also unchanged. But the transfer of the Dublin University Mission College at Hazaribagh from the unaided to the aided list increased the number of the latter by one. No new college came in existence during the year under review.

Attendance in Arts Colleges.

4. The total attendance in Arts Colleges increased from 8,009 to 8,078. This net rise of 69 pupils was due to the gain of 149, 6 and 29 pupils in the Government, Municipal and Unaided colleges, respectively, and the loss of 115 pupils in the Aided colleges. Of the Government colleges, four only lost in numbers, viz.—the Dacca College, which lost 39 pupils, the Bethune College, in which the number decreased by 4, and the Sanskrit and Chittagong Colleges, which lost six pupils each.

All the Aided colleges, except the Narail College and the Dublin University Mission College at Hazaribagh, showed a smaller attendance. The decrease in the number of students in a few Unaided colleges in the metropolis was most marked. The Bangabasi College lost as many as 211 pupils. The Ripon College, as in the previous year, maintained the first position in point of numerical strength, the roll number having risen from 732 to 831.

5. The number of female pupils in the Arts Colleges fell off from 82 to 68. This net loss of 14 girls was due to the loss of 4 girls in the Bethune College, 11 in La Martinière for Girls, 1 in the Doveton College, while there was a gain of 2 in the Loreto House.

Expenditure on Arts Colleges.

6. The total expenditure on Arts Colleges amounted to Rs. 10,10,314, against Rs. 8,43,677 of the previous year.

The expenditure on Government colleges rose from Rs. 4,20,484 to Rs. 4,60,429; the charges met from Provincial revenues and "other sources" increased by Rs. 43,769 and Rs. 182, respectively, while the amount met from fees fell off by Rs. 4,006. The expenditure from Provincial revenues increased more or less in all the 11 Government colleges, while that from fees decreased in all of them, excepting the Presidency, Hooghly, Krishnagar and Rajshahi Colleges.

The expenditure in the Aided colleges increased from Rs. 1,63,301 to Rs. 2,22,203. Of this increase of Rs. 58,902, Rs. 10,650 was met from Provincial revenues, Rs. 9,816 from fees and Rs. 38,436 from "other sources." The increase under the first head of expenditure was due to the increase of Rs. 2,400 and Rs. 1,800 in the amount of Government grant to the General Assembly's Institution and Duff College, respectively, and to the fact that during the previous year the Narail Victoria College did not draw any Government grant. In the previous year also the authorities of LaMartinière College for Girls did not furnish any returns of expenditure of the College Department. The inclusion of the Dublin University Mission College at Hazaribagh in the aided list, which drew Rs. 3,000 from Provincial revenues as direct expenditure, also partly explains the increase in the Government expenditure during the year.

The total expenditure on the 27 Unaided colleges amounted to Rs. 3,22,102, against Rs. 2,54,223 in the preceding year. The expenditure from fees rose from Rs. 1,48,351 to Rs. 1,68,867. As the attendance in these colleges showed only an increase of 29 pupils, it would appear probable that some Unaided colleges must have increased their fee-rates. The expenditure from other sources increased from Rs. 1,05,872 to Rs. 1,53,235. This would also appear to show that private liberality is also increasing in the matter of aid to colleges.

The cost of educating each student.

7. The average cost per annum of each student in Government colleges amounted to Rs. 250-5-11, against Rs. 218-1-4 of the previous year. The expenditure from public funds for each student increased by Rs. 29-11 and that from private funds by Rs. 3 only. As in the previous year, the largest cost per pupil is in the case of the Bethune College, while the lowest in a first grade college is in the Rajshahi College, viz., Rs. 123-12-2, and in a second grade the lowest is Rs. 148-8-2 in the Chittagong College. In Aided colleges the cost for educating each pupil rose from Rs. 99-11-1 to Rs. 148-6-10. This was due to the circumstances mentioned before in reference to the Narail Victoria College, LaMartinère College for Girls and the Dublin University Mission College at Hazaribagh. The charge from public funds increased from Rs. 13-2-11 to Rs. 21-8-8 and that from private funds from Rs. 86-8-2 to Rs. 126-14-2. The cost per annum of each student in Unaided colleges increased from Rs. 54-2-9 to Rs. 73-8-5. This would again appear to show that Unaided colleges are making a genuine attempt to improve the conditions of instruction. The highest charge was found in the LaMartinière for boys and the lowest in the Braja Mohan Institution, Barisal. In the former it amounted to Rs. 3,289-7-6; in the latter to Rs. 27.

Free-rates in Art Colleges.

8. The different fee-rates levied in Government and Aided colleges are believed to be unchanged. In the case of Unaided colleges, the fees are said to have remained stationary; but this is scarcely reconcilable with the fact that, while the number of students rose by 29, the fees collected increased

by Rs. 20,516. Possibly however there has been increased stringency in the matter of the collection of fees in Unaided colleges.

University Examinations in Arts Colleges—F. A. Examination.

9. Including 96 private candidates, 3,238 appeared at the F. A. examination, of whom as many as 538 belonged to Government colleges, 38 to the Municipal college, 409 to Aided colleges and the remainder to Unaided colleges. Two hundred and fifty-nine from Government colleges, 18 from the Municipal college, 155 from Aided and 571 from Unaided colleges were successful. Of the private candidates, 10 passed the examination. The percentage of success in Government colleges increased by 1·4, that in Aided colleges decreased by 1, and in Unaided colleges it decreased by 4·8. In the grand total the percentage of success declined from 34·8 to 31·9.

The highest percentage is observed in the Bethune College, which is a Government Institution, but this college only sends up very few pupils and they are specially selected; while the lowest is in the unaided Bhumihar Brahman College at Muzaffarpur. In the former it was 75, and in the latter only 6·5. But still the percentage of success in Bethune College declined from 83·3 in the previous year to 75.

The number of passes in the first division was 76, of which 39 were credited to Government colleges, 14 to Aided and the remaining 23 to Unaided colleges. The success in the first division increased by 13.

Senior scholarships.

Of 50 senior scholarships paid from Provincial revenues which are all open to general competition, as many as 29 were won by students of Government colleges, 7 by students of Aided colleges and the remaining 14 by students of Unaided colleges. No student from the Municipal college could obtain a senior scholarship. Again, of 10 first-grade senior scholarships, as many as 8 were won by students of Government colleges, and half of these by students of the Presidency College. The two senior scholarships (one first-grade and one second-grade) set apart for female candidates were both gained by students of the Bethune College. The Durga Charan Laha scholarship of the value of Rs. 20 was, as in the previous year, won by a student of the Presidency College.

B. A. Examination.

10. Of 1,842 regular candidates, 430 passed. Of these, again, 167 were successful from Government colleges, 103 from Aided colleges and the remaining 160 from Unaided colleges. The percentage of success in Government colleges was 33·5 against 19·7 in the previous year, 28·0 against 19·8 in Aided colleges and 16·4 against 10·1 in Unaided colleges. These percentages indicate a fair improvement of the result over that of the preceding year. The number of regular students in the A course (946 Pass and 174 Honours) was 1,120, of whom 243, or 21·9 per cent., passed, and of whom again 40 passed with Honours (2 first class and 38 second class). In the B course the number of regular students (622 Pass and 100 Honours) was 722, of whom 187, or 25·8 per cent., passed. Of the successful candidates of the B course, 20 secured Honours, but these were all in the second class. The total number of Honours in both the Courses fell off from 64 to 60. Of 161 private candidates for the B.A. degree, 33 or 20·5 per cent. passed, against 8·2 per cent. of the previous year.

B. Sc. Examination.

11. The Presidency College was the only institution from which students competed for the B. Sc. examination. Of 15 students, only 3 or 20 per cent. passed, against 5 out of 14 or 35·7 per cent. in the previous year.

M. A. Examination.

12. One hundred and twenty-six regular students (79 from Government colleges, 39 from Aided and 8 from Unaided colleges) and 66 private candidates, competed for the degree. Of the regular students, 39 (25 from Government colleges, 10 from Aided and 4 from Unaided colleges) or 30·9 per cent. passed. Of the 8 Government colleges (Presidency, Hooghly, Rajshahi, Dacca, Krishnagar, Patna, Ravenshaw and Sanskrit) sending up candidates to this examination, only the first was successful and passed 25 out of 65 students or 38·4 per cent. Both the competing Aided colleges (the General Assembly's Institution and the Duff College) were successful. The former passed 6 out of 28 and the latter 4 out of 11. Of the Unaided colleges, only the Metropolitan Institution and the Bangabasi College sent up candidates at the M. A. Examination. The former sent up one student, and he was successful. From the latter, 3 out of 7 were successful.

Special Commercial classes.

13. The Commercial class in the Presidency College appears likely to become very popular and very successful. It has now two classes of the intermediate standard equivalent to the F. A. classes. This Department, which was returned as a separate unit, had 9 students on the rolls on 31st March last, but the number rose to about 120 at the commencement of the new session.

Research Scholarships.

14. Babus Bhabesh Chandra Banerjee, M.A., Hem Chandra Sen Gupta, M.A., Satis Chandra Upadhyaya, M.A., Anukul Chandra Bose, M.A., and Nilmani Chakravarti, M.A., have been re-elected to the research scholarships of Rs. 100 a month for a further period of one year. Babus Naresh Chandra Sen Gupta, M.A., Bipin Bihari Das, M.A., and Satish Chandra Mukherji, M.A., have been elected to fresh research scholarships of Rs. 100 a month each for one year as new scholars for the current year, with effect from 1st February 1905. Babu Hem Chandra Sen Gupta, M.A., Babu Satish Chandra Upadhyaya, M.A., Babu Anukul Chandra Bose, M.A., Babu Naresh Chandra Sen Gupta, M.A. and Babu Satish Chandra Mukherji, M.A. are working in the Presidency College. The first has taken up Mathematics, with special reference to Practical Astronomy; the second, Physical Science, with special reference to the effect of the transmission of electric waves or X-rays in electrolytic solutions or the connection between plant and human life; the third has taken up the study of moisture in the atmosphere and the behaviour of Clarke's cells in India; the fourth has taken up Philosophy, with special reference to the subject of Idealism (with Pantheism); its forms, history and its place in the history of thought; and the fifth is carrying on his research on the subject of chemical affinity, with special reference to the electrical state of nascent gases. Babu Bipin Bihari Das, M.A., is working in the Sibpur Civil Engineering College laboratory, and is carrying on research in Physical Chemistry with special reference to—(1) the molecular conductivity of very dilute solutions of acids, bases and neutral salts, (2) dissociation of substances in mixtures of water with various alcohols, etc. Two are working in the Sanskrit College library. One of them, Babu Bhabesh Chandra Banerjee, M.A., has taken up the study of Mimansa; he has made abstracts of more than 500 *Adhikarans* or Rules of interpretations from Madhava Acharyya's well-known work *Nyayamala*. The other, Babu Nilmani Chakravarti, M.A., is investigating historical information as found in Sanskrit sources. He has finished the examination of the catalogue of Sanskrit manuscripts and is now engaged in the study of Epigraphic materials.

Prem Chand Roy Chand Studentship Examination.

15. The examination for the Premchand Roychand studentship was held this year in scientific subjects. Applications were received from five candidates, three of whom presented themselves for examination. On the result of the examination, a studentship of Rs. 1,400 a year, tenable for two years, was awarded to Phanindralal Gangopadhyay, M.A., of the Presidency College.

Endowment to colleges.

16. It is gratifying to note that during the year under report Mr. Dipnarayan Singh, Proprietor of the T. N. Jubilee College at Bhagalpur, has endowed that institution with a permanent monthly grant of Rs. 100 in addition to the monthly grant of Rs. 250 made by his father. Besides this, he has also made over to the college a plot of land worth about Rs. 10,000 and some houses near the college premises, the annual income of which in the shape of rent is about Rs. 200. It is also gratifying to note that Kumars Kalanand Singh and Kirtyanand Singh of Banailee in Bhagalpur have similarly endowed the college with a permanent monthly grant of Rs. 100.

Legal Education.

Law Colleges.

17. Law Colleges are all attached to Arts Colleges; but they are returned as separate units, inasmuch as they are separately affiliated to the Calcutta University.

Number, attendance and management.

18. The number of Law Colleges remained stationary, but their attendance increased by 58. It rose from 1,604 to 1,662. The management of the several Law Colleges remained unchanged. The attendance in the Government Law Colleges rose from 236 to 276, in the Municipal college at Midnapore from 12 to 25 and in the Unaided colleges from 1,356 to 1,361. The remarks which were made in the previous year's report in respect of the several Law Colleges in Bengal still hold good in case of each of these institutions.

Expenditure.

19. All the Law Colleges are self-supporting. The total expenditure from fees and other sources amounted to Rs. 43,310, against Rs. 41,863 of the previous year; Rs. 41,317 was derived from fees, and Rs. 1,993 from other sources.

B. L. Examination.

20. The total number of candidates increased from 620 to 653, and of the successful candidates from 136 to 268. The percentage of success in the institutions under public management rose from 15·0 to 37·8, and in those under private management from 23·3 to 41·7.

Medical Education.

Medical College, Calcutta.

21. The number of students in the Calcutta Medical college fell off from 519 to 503. In the English Department it rose from 423 to 436, while in the Military Department it declined from 96 to 67, thus giving a net decrease of 16 pupils. The number of female students decreased from 16 to 9. All the female pupils were Christians.

The University Medical Examinations.

22. At the Preliminary Scientific L. M. S. Examination, 11 out of 38 or 28·9 per cent., against 26 out of 64 or 40·6 per cent. of the preceding year passed the examination. At the First L. M. S. 53 out of 101, at the Combined Preliminary Scientific and First L. M. S. 2 out of 7, at the Second L. M. S. and re-examination 39 out of 138, at the Preliminary Scientific M. B. 25 out of 41, at the First M. B. 5 out of 11, at the Combined Scientific and First M. B. 25 out of 27, and at the Second M. B. 3 out of 18, passed these examinations. Of the female certificate class, 4 passed the final examination, of whom 3 were Europeans or Eurasians and one a Bengali convert.

Expenditure.

The total expenditure on the college amounted to Rs. 2,27,739, against Rs. 2,28,430 in the previous year. The expenditure from Provincial revenues decreased from Rs. 1,94,000 to Rs. 1,90,993, and that from fees increased from Rs. 34,430 to Rs. 36,746.

Vernacular Medical Schools.

23. The total number of these schools was 10 as in the previous year, and their attendance increased from 1,470 to 1,633. The attendance in the 4 Government Medical Schools decreased by 1 pupil only. The total Expenditure on account of these 4 schools amounted to Rs. 1,06,231, against Rs. 1,05,183 of the previous year. The expenditure from Provincial revenues increased from Rs. 81,194 to Rs. 81,878. The fee income also rose from Rs. 22,344 to Rs. 23,212.

At the final Medical Examination 111 out of 159 candidates passed, against 91 out of 137 in the previous year.

Sanskrit Education.

Sanskrit Tols.

24. The classification of this class of Oriental schools was fully defined in the previous year's report.

Sanskrit Associations and the results of examinations in the two preliminary standards.

25. The Sanskrit First and Second Examinations were held in Sanskrit literature and Grammar by the several Associations in the Province who are authorized to hold such examinations.

First Examination.

26. At the first examination 845 out of 2,564 passed. On the result 54 stipends, varying from Rs. 4 to Rs. 8, were awarded to the pandits, and 60 stipends each worth Rs. 2, were awarded to the successful students.

Second Examination.

27. Of 1,626 students, 414 were successful. Of the successful candidates, 39 secured stipends varying from Rs. 3 to Rs. 4. The same number of stipends, of the values from Rs. 5 to Rs. 12, were also awarded to the *pandits*.

Sanskrit Title Examination.

28. Altogether 316 candidates (293 Brahmans and 23 non-Brahmans) appeared at the examination, against 287 in the preceding year, and 80 passed. Of the successful candidates, 74 were Brahmans and 6 non-Brahmans.

CHAPTER V.—SECONDARY EDUCATION.

As was stated in the Report for 1903-04, in Bengal there is no class of school which gives secondary education alone; for the pupils in the four upper classes of High schools and in the two top classes of Middle schools take the secondary course after passing through the full primary stage in the lower classes of these schools. In Bombay, the whole of the vernacular

education in the Province is given in Primary schools. In Bengal, however, pupils continue their education in and through the Vernacular in Middle schools and in the middle classes of High schools.

Courses of study.

2. The two highest classes of High schools usually follow a course prescribed by the Calcutta University for students who wish to go up for the Entrance Examinatian. In some schools two branches, called B and C classes, have been established, corresponding to the two highest or Entrance classes, the former leading towards Engineering and technical work, and the latter giving a modern school course which is intended to lead students to the elements of a commercial training. The courses in these two classes are prescribed by the Education Department.

For the two highest classes of Middle schools and for the middle section of High schools a course is also prescribed by the Department. From these classes candidates are selected who are eligible to compete for middle scholarships. This course is also followed by the pupils of all High schools under private management which have adopted the new scheme of vernacular education.

Study of English.

3. Under the new scheme, English is taught as a second language from class VII (Section B) in High schools, or from class IV of Middle English schools. English is not taught at all in either Middle Vernacular or in Upper or Lower Primary schools for boys, though a little English is sometimes taught in Upper Primary schools for girls. The Middle schools in which English is taught as an extra or optional subject, in addition to the full vernacular course, are called Middle English schools. Instruction is imparted through the vernacular in all the classes below the fourth in all High schools maintained or aided from public funds, and also in those unaided schools under private management in which the managers recognise the evil effects that result from the practice of giving boys only five or six years old, who possess hardly any correct knowledge of their own vernacular, instruction through the medium of English or from English text-books.

General statistics of Secondary schools for Indian boys.

4. The number of these schools increased during the year under report from 2,442 to 2,454; but their attendance decreased from 248,490 to 244,399, or by 4,091. A more detailed analysis of the figures shows that the number of High schools increased by 13, and of Middle English schools by 31; while Middle Vernacular schools decreased by 32. In all these classes of schools the number of pupils diminished, High schools having lost 275 pupils, Middle English schools 291 pupils, and Middle Vernacular schools 3,525 pupils. The considerable decrease in the number of and attendance in Middle Vernacular schools is chiefly due to the conversion of these schools into Middle English schools, a process which has gone on now for some years, and which shows what a strong feeling there is among the people to give even a smattering of English to their children. This feeling also extends to almost all those who proceed up to some standard of education only slightly above the primary. Many Middle schools are attended also only by a very small number of pupils in the middle stage, the majority belonging to the primary stages. Such schools would probably be more efficient as Upper Primary schools only, that is without the two Middle stage classes at the top of the school.

Stages of instruction.

5. Pupils in the high stage in Secondary schools for boys increased from 51,813 to 52,669, but in the middle and upper primary stages the numbers decreased from 52,643 to 51,106 and from 60,452 to 59,286, respectively.

Expenditure on Secondary schools for boys.

6. The total expenditure from all sources on these schools increased from Rs. 35,03,828 to Rs. 35,98,191 or by 2·6 per cent. The expenditure from Provincial Revenues increased from Rs. 3,47,847 to Rs. 3,60,134, due to increased expenditure of Rs. 9,642 in High schools and Rs. 2,645 in Middle schools. The expenditure from District Funds increased from Rs. 2,22,842 to Rs. 2,27,920, but the contributions from Municipal Funds increased by Rs. 319 only. It is satisfactory to notice that the amount obtained from the fees of pupils continues to show the considerable increases from Rs. 21,37,566 in 1902-1903 to Rs. 22,19,272 in 1903-1904 or by Rs. 81,706, and to Rs. 22,90,555 in 1904-1905 or by Rs. 71,283. This increase has taken place in all classes of Secondary schools for boys.

Expenditure on Secondary education for both Indian boys and girls.

7. The number of scholars in the secondary stage in Secondary schools for Indian pupils decreased from 104,820 to 104,215, or by ·58 per cent. The total direct expenditure incurred on Secondary schools for Indian pupils (boys and

girls) increased during the year under report from Rs. 35,87,042 to Rs. 37,24,272. The expenditure from Provincial Revenues increased from Rs. 3,88,012 to Rs. 4,09,850, that from District Funds from Rs. 2,23,459 to Rs. 2,28,378 and the Municipal Fund expenditure from Rs. 18,256 to Rs. 19,132. From the compiled statistics received from the Divisional Inspectors of Schools it appears that, during the year under report, the secondary departments of Secondary schools cost Rs. 2,70,415 or 65·9 per cent. of the total expenditure from Provincial Revenues on Secondary schools against 68·3 per cent. in the previous year, Rs. 1,21,127 or 53·0 per cent. of the total expenditure from District Funds against 53·5 per cent., and Rs. 9,974 or 521 per cent. against 48·4 per cent. of the total expenditure from Municipal Funds incurred on these schools.

B and C classes.

8. There were during the year under report ten "B" classes and five "C" classes, all attached to High schools. These "B" classes were attached to the schools at Midnapore, Barisal, Comilla, Mymensingh, Rangpur, Ranchi, Pabna and the Comilla Victoria Collegiate School, and the "C" classes were attached to the Hare School and to the schools at Uttarpara and Hooghly. Both B and C classes were also attached to the collegiate schools at Dacca and Bankipore.

B and C class Examinations.

9. Altogether 51 candidates were sent up to the "B" class examination, of whom 25 passed. Of these, 14 successful candidates obtained junior scholarships, viz., three first grade scholarships of the value of Rs. 16, five second grade scholarships of Rs. 12 and six third grade scholarships of Rs. 8. There were 9 candidates at the "C" class examination and five only were successful, of whom 4 obtained junior scholarships, viz., one first grade, one second grade and two third grade.

University Entrance Examination.

10. Comparing the results of the Calcutta University Entrance Examination for the last two years, it is seen that during the year under report, High schools for Indian boys under public management in this Province sent up 43 more candidates and passed 34 more pupils at this examination. The number of candidates from aided High schools for boys decreased by 21, but the number of passes increased by 40, while unaided High schools were represented by 198 less candidates, but they passed 54 more pupils. The results show an improvement all round upon those of the previous year, as, while the percentage of successful pupils from all classes of High schools increased from 39·3 to 42·8, the percentage of passes increased in Government schools from 51·9, to 52·8, in Aided schools from 41·9 to 44·9, and in Unaided schools from 33·2 to 37·4.

Results of the Government collegiate schools.

11. The Government collegiate schools which show less favourable results at the Entrance Examination in 1904-05 than in the previous year are—(1) the Hooghly Collegiate, (2) Ravenshaw, (3) Chittagong, (4) Krishnagore, (5) Calcutta Madrasah, (6) the Bethune Collegiate, (7) Dacca Collegiate School, (8) Hindu School and (9) the Sanskrit Collegiate School.

Junior scholarships.

12. The number of these scholarships awarded on the result of the Entrance Examination has been increased from 134 to 136, two additinal scholarships, one for the district of Noakhali and one for the Chittagong Hill Tracts, having been sanctioned during the year under report. Besides these scholarships, there are 20 special junior scholarships for Muhammadans, three for females, two for aborigines, and an endowed scholarship called Durga Charan Laha scholarship, all awarded on the result of the Entrance Examination.

Agricultural gardens.

13. With a view to impart instruction in agriculture to such students of Secondary schools as are likely to be benefited by it, gardens have been attached to some High schools, most of which are under Government management. In some schools, agricultural classes have also been formed in which theoretical instruction in this subject is given to the students by the Overseer of the neighbouring farm, or by a special teacher appointed for this purpose. There are now six High schools in the Province which are teaching the elements of agriculture.

Results of the examination in Standard VI or the Middle School Examination.

14. This examination is no longer held as a public examination. At the examinations which are held for the selection of candidates eligible to compete for middle scholarships, a very limited number of the best students reading for standard VI or the middle standard are now examined. The rest are examined in their respective schools at the class examinations usually held at the end of a

school session for promotion to the next higher class in the case of High schools, or at the close of the pupils' school career in Middle schools. The compiled divisional statistics show that in Secondary schools under public management 2,396 boys were examined in standard VI, of whom 1,795 were successful; in Aided schools, out of 10,452 boys examined, 7,673 were passed, and in Unaided Secondary schools, out of 5,437 boys examined, 3,860 were successful. It is satisfactory to note that 1,799 Muhammadans passed standard VI.

Qualifications of Teachers in High Schools for Boys.

15. During the year under report there were 6,524 teachers in 568 High English schools for boys against 6,395 teachers in 555 schools of the previous year. Of the total number of teachers, there were 162 M.A.'s against 148 in the previous year, and 1,015 B.A.'s against 979. Also 1,188 had passed the First Art's Examnation against 1,148, and 1,310 had passed the Entrance Examination against 1,318, in the previous year. The number of trained vernacular masters was 488 against 458. The number of teachers in High schools holding certificates lower than any of these, or no certificates at all, was, however, no less than 2,361 against 2,344 in the previous year. This indicates that the High schools are still far from being properly staffed with a sufficient number of qualified teachers, and it is inevitable that such a state of things will continue until the prospects of the teaching profession are improved both as regards pay and position, and until adequate arrangement are made for the training of all classes of college and school teachers.

CHAPTER VI.—PRIMARY EDUCATION.

Changes in the system.

THE most important change which has taken place during the year in the development of Primary education has been the abolition of the system of examination for pass certificates at the Lower Primary and Upper Primary Standards, and the establishment of competitive examinations for scholarships, confined to a limited number of previously selected candidates. The change has been made in order to limit the number of examinations which children of average intelligence must pass, and thereby diminish the injurious effects which are produced upon children at an early age by injudicious training for these examinations. Complaints, however, have arisen in some quarters that children who leave school at the end of the primary course no longer obtain a printed certificate, to which great importance is attached by the people. This is said to have caused boys in some places to leave school earlier than they would otherwise have done. To remedy this, various suggestions have been made, which are receiving attention. But there is no doubt that the great advantages of this change, which prevents the attention of young children being directed towards public examinations as the end and object of education, instead of making the education given in the school the primary object of their work, will be more widely appreciated as time goes on.

Steps taken to improve Primary Schools in efficiency.

2. The question of the establishment of a special course of Primary education in rural areas, in order to benefit children of agriculturists, received a considerable amount of attention during the year, and is still under the consideration of Government.

The guru-training schools in each subdivision have been improved by raising the pay of the Head Pandit from Rs. 9 to Rs. 18, and that of the Second Pandit from Rs. 7 to Rs. 10. In addition, too, an increase from Rs. 3 to Rs. 5 in the stipends of the pupil-teachers has been sanctioned.

All Deputy Inspectors, Sub-Inspectors and Guru-instructors have now received a school course of instruction in the new system of education in first-grade training schools, and they are now able from practical knowledge to judiciously select untrained gurus for training in the guru-training schools.

The most pressing need at the present time is a large increase in the subordinate inspecting agency. Proposals for the requisite staff have been submitted, but they have not yet been sanctioned.

General statistics of Primary Schools.

3. During the year under review the number of primary schools for Indian boys fell off from 49,093 to 48,176, or by 1·8 per cent., and their attendance from 1,391,997 to 1,356,733, or by 2·5 per cent.

Management and attendance of Primary Schools for Indian boys.

4. Of the 48,176 primary schools, upper and lower, 136 were managed by Government and 19 by District or Municipal Boards; 39,554 were aided and 8,467 (including 349 Native State schools) were unaided.

Upper Primary Schools for Indian boys.

5. The number of upper primary schools managed by Government rose from 119 to 134. This was due to the increase in the number of subdivisional guru-training schools. The guru-training schools have two classes, each of one year's duration, for the pupil-teachers or gurus, and these classes, as well as the practising schools of those guru-training schools which usually work up to the Upper Primary standard, are recognized as institutions managed by Government, though the service of the teachers is not pensionable. Aided upper primary schools increased from 4,624 to 4,692, *i.e.*, by 1·4 per cent., and pupils in them from 206,613 to 208,672, or by 0·9 per cent., while unaided upper primary schools (including 4 maintained by Native States) increased from 92 with 3,836 pupils to 105 schools with 4,416 pupils. The number of upper primary schools maintained by Native States remained stationary, but attendance rose in them from 127 to 145.

Lower Primary Schools for Indian boys.

6. Lower primary schools diminished in number from 44,248 to 43,234 and attendance in them from 1,176,388 to 1,137,630. The decrease in these figures was 2·3 and 3·3 per cent., respectively, and is found both in aided and unaided institutions. This loss was distributed over the Burdwan, Rajshahi, Dacca, Chittagong and Bhagalpur Divisions. In other Divisions an increase in the number of, and attendance in, aided schools is due to a decrease in unaided schools.

In Burdwan, Birbhum and Bankura the decrease was said to be due to the failure of crops, and in Midnapore to the disappearance of unstable *pathsalas* that formerly used to swell the returns of the district. In Hooghly the cause of the decrease was believed to be the floods of the Damodar.

In the Chittagong Division "the loss in Tippera has been attributed to the recent changes introduced in the educational system," which, however, have been in operation throughout the province. In Noakhali the prevalence of cholera, adoption of measures for preventing the growth of 'mushroom schools' and the abolition of the public examinations are said to have told upon the number and strength of educational institutions, chiefly upon the lower primary schools, the weak among which were unable to withstand the effects of pestilence or to comply with the requirements of an improved system."

The Inspector of Schools, Bhagalpur Division, thus explains the decline in the number of primary schools in his Division:—

"This may be partly due to the abolition of public examinations. There were other natural causes, such as plague in Bhagalpur and Monghyr, small-pox in some parts of Malda and Purnea, flood in Begusarai (Monghyr), unusual prevalence of malaria in Purnea and failure of crops. I find all the District Boards had large savings from their primary allotments. These may be due to the decline in the lower primary schools. This is what I have presumed throughout the report, or the savings themselves might have contributed partly at least to the decline. The District Boards are primarily responsible for the primary education of their districts, and I think they should explain the matter."

Statistics of Indian Pupils in Primary Stages.

The Dacca and Rajshahi reports give no explanation of the decrease.

7. The number of boys in the Upper Primary stage shows a further rise from 89,763 in 1902-03 and 96,252 in 1903-04 to 101,368, or 5·3 per cent. The number of female pupils in that stage advanced from 1,262 to 1,531. Both these figures are very satisfactory. The number of children in the higher section of the Lower Primary stage shows a large decrease, from 988,916 to 906,203, or 8·4 per cent. The attendance in the lower section of the Lower Primary stage, in which children do not read printed books, however, increased from 545,335 to 589,554, or by 8·1 per cent. This rate of increase is considerably smaller than in the two preceding years.

Expenditure on Primary Schools for Indian boys.

8. Of the total expenditure on primary schools, which amounted to Rs. 34,63,498 against Rs. 35,18,957 of the preceding year, Rs. 7,61,817 was spent upon upper primary schools and Rs. 27,01,681 upon lower primary schools.

Expenditure on Upper Primary Schools for Indian boys.

9. Of the total expenditure on this class of schools, Rs. 64,920 came from Provincial revenues against Rs. 51,071 in the previous year, Rs. 2,33,283 from District Funds against Rs. 2,24,211, Rs. 18,715 against Rs. 17,744

from Municipal Funds, Rs. 3,50,695 against Rs. 3,35,960 from fees and Rs. 94,204 (including Rs. 6,985 paid from Native States revenues) against Rs. 89,627 from other sources. The expenditure increased under all heads, and it is gratifying to observe that the average annual expenditure in each upper primary school has risen in the year under report from Rs. 148 to Rs. 154, of which Rs. 64 was paid from Public Funds.

Expenditure on Lower Primary Schools for Indian boys.

10. The expenditure under all the three heads of public funds increased, while under the heads of private funds it diminished. The expenditure from Provincial revenues rose from Rs. 1,06,657 to Rs. 1,09,221, that from District Funds from Rs. 6,73,428 to Rs. 6,75,531 and that from Municipal Funds from Rs. 47,061 to Rs. 48,822, or by 2·4, 0·3 and 3·7 per cent., respectively. Fees diminished from Rs. 16,26,161 to Rs. 15,43,674, or by 5·0 per cent., and expenditure from other sources from Rs. 3,47,037 to Rs. 3,24,433, or by 6·5 per cent. Rupees 11,717 were derived from Native States revenues, against Rs. 9,998 in the preceding year. The diminution in the receipts from fees is to a certain extent inevitable, owing to the falling off in the number of pupils in these schools, but this is not sufficient to explain the whole loss, and it is possible that the stipendiary system, though ensuring greater stability of these schools, may at first, at any rate, render the people themselves less ready to recognize their own obligations in the matter. The inadequate contribution from private funds has led to a small decline in the average annual emolument of a village guru from Rs. 63 to Rs. 62, or by 1·6 per cent.

Total Expenditure from Public Funds on Primary Education, including indirect charges.

11. The total expenditure on Primary education, including the indirect expenditure incurred from public funds, as also the proportionate direct expenditure of the Primary Departments of all secondary schools for Indian pupils, amounted to Rs. 20,84,835, against Rs. 20,69,859 in the preceding year. Of this amount, Rs. 4,34,850 was derived from Provincial revenues, Rs. 15,49,952 from District Funds and Rs. 1,00,033 from Municipal Funds.

Primary Scholarship Examinations.

12. During the year under report both the Upper and Lower Primary Scholarship examinations were conducted under the new rules. Written examinations were avoided as far as possible, and the Lower Primary examination was mainly carried out *viva voce*. The Divisional Inspector, with the help of the Deputy Inspector, conducted the Upper Primary examination, and the District Board or the District Education Committee, as the case might be, conducted the Lower Primary examination by means of the Sub-Inspectors and Inspecting pandits, the Deputy Inspector being in general control over them. The Inspector prepared the questions for the written papers of the Upper Primary examination, and the questions of the oral part of the examination were set by the chief superintendent of each examination centre. The Lower Primary questions were set by the superintendent of each centre. As these examinations were not examinations for pass certificates, but competitive examinations held for awarding scholarships to deserving candidates, a limited number of candidates only was allowed to compete, and their eligibility for admission was decided by a preliminary test. The upper primary scholarships were allotted subdivision by subdivision, and the lower primary scholarships by thanas of a district. For the former examination the maximum number of candidates was limited to four times, and for the latter to three times the number of scholarships. In awarding the scholarships, along with the general proficiency of the candidates, their pecuniary circumstances were given due consideration. The award of upper primary scholarships was decided by the Inspector, and that of the lower primary scholarships by the chief superintendent of the examination centre and local men of respectability and position, who had been invited to assist in supervising the examination.

The system of Payments to Primary Schools.

13. In order to improve the system of check upon the payment of primary school teachers' remuneration, partly as subsistence allowance and partly as annual payments determined by the general character of the school, the present staff of Sub-Inspectors requires to be rather largely augmented. Proposals for this are under the consideration of Government.

Continuation and Night Schools.

14. The system of Continuation schools started in the Presidency Division has been working fairly satisfactorily. While most of them are at present, from the necessities of the case, practically primary schools held in the evening for men engaged at work during the day, the number of schools in group II, which most fitly deserve the name of Continuation schools, has

slowly increased. On this subject the Inspector of Schools, Presidency Division, writes:—

"Of the total number of schools, 7 in the 24-Parganas, 1 in Nadia and 11 in Murshidabad were in group II, imparting advanced education in such subjects as book-keeping, correspondence, mathematics, science, etc., and also four in Murshidabad teaching the Upper Primary standard and the rest teaching up to the Lower Primary course of studies. The schools teaching the Upper Primary and Lower Primary standards were generally attended by day-labourers, while those studying the subjects of group II mostly belonged to the middle class of society. The teachers of group I schools received monthly stipends of Rs. 2, supplemented by a capitation allowance of 2 annas for regular attendance of each pupil, and the teachers of group II schools were remunerated with Rs. 8 as stipend and a capitation allowance of 4 annas for regular attendance of pupils. The special feature of these schools is that they are held in the evening to afford facility of attendance to the students who cannot make time during the day. The establishment of the Continuation schools has been a source of benefit to working men and artizans."

In Calcutta also one school teaches subjects of group II.

Besides these schools in the Presidency Division, Night schools exist in other divisions, the number of which, however, decreased from 1,446 to 1,438, and the attendance in them from 28,230 to 27,412. It is doubtful how far these schools are truly Continuation schools, and in some cases it has been found that these are merely ordinary day schools held over again at night in order to obtain extra remuneration. The local officers of the Department have done their best to stop these practices.

School Post-office.

15. The number of school post-offices increased from 881 to 890.

Both departments worked in harmony as a rule. But the following complaint is made in the Chota Nagpur report:—

"It appears from the reports of Hazaribagh and Manbhum that the postal duties have interfered, sometimes, with the teaching work of the school-masters. The Deputy Inspector of Palamau adds that the teachers entrusted with postal work were generally harassed by the postal authorities, who refused to allow many of them to leave stations in order to attend the Government Training School for receiving instruction in the new subjects because their substitutes were unable to furnish security bonds for short periods.

"This joint system being particularly advantageous to the Postal Department, inasmuch as it secures the services of reliable persons on payment of a paltry remuneration, the officers of that department should show all necessary consideration to this helpful though cheap body of men."

The attention of the Postmaster-General, Bengal, will be invited to this point.

CHAPTER VII.—TRAINING SCHOOLS.

Management and attendance of Training Schools.

THE number of Training schools for masters and for mistresses increased from 155 to 169, or by 9·0 per cent. The attendance in these schools rose from 2,234 to 3,021, or by 35·2 per cent. Government schools increased in number from 126 to 143, and the pupils in them from 1,286 to 1,971. The number of aided schools remained stationary at 22, but attendance in them increased by 109—from 881 to 990. Unaided Training schools both for males and females diminished from 7 to 4, and attendance in them from 67 to 60. The net increase of 14 schools and 787 pupils was due to the establishment of several guru-training schools, which could not be started during the preceding year for want of properly trained masters.

Training School for Masters.

2. The classification of these institutions and the purposes which they are intended to serve have been fully discussed in the previous year's report. It should be mentioned, however, that as the second grade training schools, such as those at Balasore and Motihari, are at present very small in number the subdivisional guru-training schools are not utilized exclusively for training lower primary school teachers. Other *bonâ fide* teachers, who have already passed the upper or the middle examination, and who are willing to become head gurus of upper primary schools or teachers in a subordinate capacity in middle schools, are allowed to receive training in a subdivisional guru-training school for a term of two years or one year, according to circumstances. After attending for the required period, they undergo an examination held under the supervision of the Deputy Inspector of Schools, who tests their proficiency in teaching, and issues certificates which are countersigned by the Inspector of Schools. A candidate for admission into

a first grade Training school was formerly required to pass the middle examination at least, but in view of the changes in the system of examination recently introduced, it is laid down that a pass at the primary examination, now held at the close of a student's career in middle classes at the end of a student's training in and through the vernacular (*i.e.*, at the point in a student's career where he formerly passed the middle vernacular examination, or, in other words, there has been no change in actual standard) will be the qualification for admission in future.

The subdivisional guru-training schools, which are intended to train teachers for upper and lower primary schools, are increasing in popularity amongst the younger gurus. The course lasts for two years, and ten stipends (five of Rs. 5 each for each class and for each year) have been sanctioned in each school.

Expenditure in Training Schools for Masters.

3. The total expenditure in Government training schools rose from Rs. 97,488 to Rs. 1,37,808, the part met from Provincial Revenues increasing from Rs. 92,849 to Rs. 1,30,111. The District Fund expenditure rose from Rs. 548 to Rs. 803. In aided training schools the total expenditure decreased from Rs. 14,548 to Rs. 11,478, and the expenditure from Provincial Revenues from Rs. 4,820 to Rs. 3,947. The single unaided school cost Rs. 1,668 against Rs. 1,944 returned from the five schools of this kind which existed in the preceding year. Expenditure from fees and fines in the Government Training schools rose from Rs. 3,936 to Rs. 6,620, while that from "other sources," including subscriptions, increased from Rs. 137 to Rs. 229.

Examinations in Training Schools for Masters.

4. All the first grade Government Training schools (five in Bengal Proper, one in Bihar, one in Orissa and one in Chota Nagpur), and the aided first grade Training School at Krishnagar under the management of the Church Missionary Society sent up candidates for both (first and second) grades of certificates. The total number of candidates from the six schools in Bengal proper was 443, of whom 270 passed. In the previous year 357 candidates in all appeared from these six schools and 199 only secured the mastership certificate, so that both the number of candidates and of those that passed increased in the year under review. The percentage of success rose from 56 to 60·9, although Dacca and Chittagong training schools lost by 5·2 and 16·2 per cent., respectively. For the first grade certificate there were 149 candidates, and for the second grade 294, and 107 of the former and 163 of the latter were successful. The three training schools at Patna, Cuttack and Ranchi together sent up 126 candidates, against 114 in the previous year. The number of successful candidates was 83. The percentage of success rose from 55·2 to 65·9. The steady increase in the number of masters who received training in these schools is very satisfactory.

Private candidates.

The total number of private candidates for the first and the second grade certificates was 113 (including *bonâ fide* teachers and those passed in the old course), of whom 36 were successful—20 in the first and 16 in the second grade.

During the year under review in many districts a final examination of pupil teachers was held, and those who were considered by the Deputy Inspector fit to be Lower Primary or Upper Primary School teachers were given certificates which were countersigned by the Inspector of Schools. Arrangements also were made by the Inspectors to send guru instructors and teachers of secondary schools in batches to the first grade training schools for special training for a month or six weeks. The system worked well.

Examinations of teachers of English, who have passed the Entrance Examination at least, were also held by the Inspectors, in order to test their capacity to teach. Similar examinations for vernacular teachers were conducted by the head-masters of first grade training schools under the supervision of the Inspectors. All lower teachers in Government or aided schools will be required, except under special circumstances, to pass this examination within two years from the date of issue of the orders establishing it.

English teachership examination.

5. This examination was held in the Calcutta centre only. There were altogether five private candidates (three for the first grade and two for the second grade certificate), all of whom were successful.

Training Schools for Mistresses.

6. The training classes for mistresses at Kurseong opened in connexion with the Dow Hill School for European girls are dealt with in Chapter X.—European Education. Excluding this, the number of aided training schools for mistresses increased from 15 to 16, the increase being due to the training

school opened in connection with the middle vernacular school at Santipur, in the Balasore district, Orissa.

Unaided Training Schools for Mistresses.

7. The number of these schools increased from two to three, and the number of pupils increased by 10. Two schools were opened in the Patna Division, one at Bankipore and the other at Pataili, in Darbhanga. The school in the Bhagalpur Division is at Purnea.

Expenditure in aided Training Schools for Mistresses.

8. The total expenditure increased from Rs. 57,663 to Rs. 67,054. The expenditure from Provincial Revenues rose from Rs. 20,448 to Rs. 26,805, chiefly due to an increase of over Rs. 5,000 in Calcutta. The expenditure from "other sources" increased from Rs. 31,036 to Rs. 36,937.

The expenditure on unaided schools was met entirely from subscriptions, and amounted to Rs. 626 against Rs. 460 in the previous year.

Examination in Training Schools for Mistresses.

9. The junior and senior teachership examinations were held in Calcutta in August 1904. Twenty-seven candidates passed, 19 obtaining the junior teachership and eight the senior teachership certificates.

Examination of teachers in English idiom and pronunciation.

10. From the year 1903, when the system was first introduced, to 1905, nearly 300 candidates duly passed this examination, and were awarded certificates testifying to their proficiency in English idiom and pronunciation.

CHAPTER VIII.—TECHNICAL EDUCATION.

UNDER this head are included institutions teaching Engineering, Surveying, Art, Industry, Agriculture and other cognate subjects. Colleges for Law and Medicine, Medical schools and Sanskrit tôls have already been treated of under "Collegiate Education."

Civil Engineering College, Sibpur.

2. This College, which is the only college in the Province imparting technical education, consists of four departments,—(1) the Engineer Department, (2) the Apprentice Department, (3) the Artisan class and (4) the Agricultural Department. The last has, however, been shown in the general tables as a separate institution teaching Agriculture.

Engineer Department.

3. The number of students during the year under review decreased from 97 to 94, though the number of Europeans and Eurasians increased from 5 to 7.

B. E. and L. E. Examinations.

4. Twelve students belonging to the College and 15 ex-students appeared at the B. E. examination. Only 7 candidates passed—a percentage of 25·9, against a corresponding percentage of 46·1 in 1903-1904. No candidate appeared for the L. E. examination.

F. E. Examination.

5. There were 24 candidates, of whom 7 were ex-students. Six candidates passed. The results of this examination have been deteriorating since 1902, when 24 passed out of 41 candidates.

Admission.

6. There were 124 applications and 49 letters of admission were issued. Of the 48 students who joined the College, two were B. A's. in the B course, 42 had passed the F. A. examination and 4 the High School examination for European schools. Europeans and Eurasians who have passed the latter examination are now admitted into the College under Government orders, and two scholarships,—one of Rs. 20 and one of Rs. 10, have been reserved for them.

Practical Examination.

7. At the Public Works Department practical examination, six students belonging to the Engineering Department and four apprentices appeared from the College. One guaranteed appointment of Assistant Engineer was awarded and one engineering student was appointed a first-grade overseer, and three engineering students and two apprentices were given second-grade overseerships. Of the seven students who passed the B. E. examination, six have been selected by the Public Works Department for practical training.

Apprentice Department.

8. The number on the rolls of this department shows a slight decrease from 222 to 219. This decrease is solely in the number of Hindus. The number of Europeans and Eurasians and Muhammadans has slightly increased.

Overseer and Sub-Overseer Examinations.

9. Thirty-eight candidates appeared at the Overseer examination, of whom 25 passed, or 66·0 per cent. compared with 84·4 per cent. in 1904. At the Sub-Overseer examination, 71 appeared and 55 passed—a percentage of 77·5 against 85·0 in the previous year. At the Sub-Overseer examination, the technical schools at Pabna, Burdwan, Barisal, Midnapore, Comilla and Rangpur sent up 69 candidates, of whom 29, or 42 per cent. passed. One guaranteed appointment was awarded.

10. Certificates for knowledge of electrical engineering were granted to two out of the four foreman mechanics and sub-engineer certificate-holders, and to seven out of the 22 foreman mechanics and upper subordinate certificate-holders.

11. In connection with these examinations, the Principal makes the following remarks, which should be noted by those concerned:—

"In the examination Mathematics was a subject very badly done. This was specially the case with the Christian students, and it is due, I believe, to inefficient teaching in the schools from which they come."

12. Thirty-nine students were admitted into the first-year class of the Apprentice Department out of a total of 88 applicants. Of the former, 12 were Europeans and Eurasians, and 27 Indian students who had passed the Entrance examination. In addition to these, 26 students who had passed the B class final examination were admitted into the second-year class, and 8 who had passed the Sub-Overseer examination from affiliated technical schools were admitted into the third-year class.

The B Classes of Zilla schools.

13. Have already been treated of in Chapter V (Secondary education).

Artizan Class.

14. The attendance in the Artizan class has decreased from 42 to 26.

Agricultural Class.

15. The Agricultural Department at Sibpur, which has been shown in general tables as an Agricultural college, had 24 pupils against 25 in the previous year. The percentage of passes in both the classes shows little change.

Accountantship Examination.

16. Only 11 passed out of a total of 116 candidates. But this is better than in the previous year, when out of 137 candidates only 8 passed.

Sanitation.

17. The result of the attempts to improve the health of the College has not been very satisfactory. There was a good deal of fever among the inmates of the College, as among the people in the neighbourhood. The proposed change of site to Ranchi, if effected, will remove this evil.

Discipline.

18. Three of the students who attempted to pass examinations by unfair means were rusticated. The Principal remarks that there is not much hope for improvement in the students so long as the guardians support them in continuing their habit of remaining absent after any holidays which may be given or any leave which may be granted, and also of obtaining leave for trivial reasons.

The College Athletic Club.

19. The football, cricket and hockey teams proved successful, especially the last named, which carried everything before it in Calcutta. They won the League competition, the Beighton cup and the Junior shield.

Volunteer Company.

20. The Volunteer company was under the command of Lieutenant Brühl during the year. The total number was 57, and their attendance at parades satisfactory. The interest taken in volunteering by the members would be greater if they had more facilities for musketry practice, and if they were not debarred by their examinations from attending the East Indian Railway camp-of-exercise.

Workshops.

21. The value of the outturn from the fitters', smiths' and carpenters' workshops and the foundry almost doubled itself during the year, as it increased from Rs. 16,000 to Rs. 30,369. The total expenditure under the head was Rs. 19,245. This shows a net profit of Rs. 11,124.

The fourth-year students visited Barakar, Sanktoria and Thundia to see iron-works and coal mines, and Champania, Damodar, Sherkpur, Gaya, Dehri and Chunar on a geological expedition. They also visited Messrs. Burn and Company's works, the Docks, Messrs. Bull and Company's brick-works at Bally and the Water-Works at Serampore.

Electrical Department.

22. The number of students under training increased 50 per cent. during the year under review. Of the senior students, it is known that at least two are employed on electrical work with good pay.

During the year the workshops have been driven entirely by electric power, with most successful results in all respects.

Hostels.

23. The College hostels had 325 inmates, of whom 277 were Hindus and 48 Christians. The receipts from the Hindu and Christian messes were fully utilized.

Expenditure.

24. The total expenditure of this College, including the Agricultura Department, shows a decrease of Rs. 10,111, from Rs. 1,59,490 to Rs. 1,49,379

whilst fee-receipts increased from Rs. 23,535 to Rs. 26,155—an improvement of Rs. 2,620.

Library.

25. The Principal considers the present annual grant of Rs. 600 to be inadequate for the library of a college like the one at Sibpur.

Visits to Technical Schools.

26. Mr. Heaton inspected the technical classes at the Victoria School, Kurseong, Burdwan and Midnapore; Mr. Burnie, visited the workshops of Burdwan, Midnapare and Pabna Schools, and Mr. Macdonell visited the technical schools at Burdwan, Midnapore, Mymensingh and Barisal.

Bihar School of Engineering.

27. The number of students decreased from 120 to 113 during the year under review. Of these, 85 were Hindus, 27 Muhammadans and 1 European or Eurasian.

Admissions.

28. There were 113 admissions, 59 to the Overseer and 54 to the *Amin* class, against 100 in the previous year.

Examinations.

29. Of the 11 candidates appearing at the Overseer (fourth year) examination, 9 were successful, and of the 17 students at the Sub-Overseer (second year) examination 15 passed.

30. A proposal has recently been submitted to Government for enabling the students who pass the Overseer examination from the school to secure a year's practical training under Executive and District Engineers in Bihar. They are to be supported by scholarships of Rs. 20.

31. At the *Amin* class examination, which was held in April 1904, thirty-four appeared and 23 passed.

Practical Survey work.

32. The annual field work of the Overseer class was carried out at Buxar; 90 students attended the camp and some useful work was done. The health of the camp was good.

Workshop.

33. The total value of the work done in the shops during the year was Rs. 2,284. The workshops have been much improved by the addition of a foundry, a horizontal engine and a vertical boiler.

Health.

34. Plague continued to rage in Patna throughout the year. Only one student, however, belonging to the school died. The continuation of this disease has to a great extent checked the progress of the institution.

Discipline.

35. Was uniformly good.

Expenditure.

36. This decreased by Rs. 3,027, from Rs. 35,544 to Rs. 32,517.

Hostel.

37. A building has been completed and is ready for use. It will be utilized at the beginning of the session, 1905-06.

Athletic Club.

38. The system of daily compulsory play for half an hour has been in force throughout the year; tennis, hockey and football being the chief games played.

Dacca Survey School.

39. This school is composed of two departments—the Overseer Department and the Surveying Department. The attendance improved from 117 to 189 during the year. The number of Hindus was 171, while that of Muhammadans was only 18.

Examinations.

40. The number of candidates at the Sub-Overseer examination was 36, of whom 26 passed. At the Survey Final examination, 27 appeared and 23 were successful. Fifty-eight students appeared at the *Aminship* examination, all of whom came out successful.

Expe

41. The total expenditure amounted to Rs. 22,620, against Rs. 19,433 in the year before. Expenditure from Provincial Revenues, fees and other sources amounted to Rs. 17,322, Rs. 4,331 and Rs. 967, against Rs. 15,283, Rs. 3,343 and Rs. 807, respectively, in the previous year. The additional expenditure was chiefly due to repairs and purchase of machinery for the workshop.

Cuttack Survey School.

42. The number of pupils returned during the year 1904-05, was the same as that returned last year, *i. e.*, 88. A large number of eligible candidates had to be refused admission owing to want of accommodation and to the limited supply of surveying instruments.

Examination.

43. At the final examination there were 44 candidates, of whom 40 passed. Most of them have already secured suitable appointments.

Field-work.

44. Almost all the suggestions made by Mr. Heaton, Principal, Civil Engineering College, on field-work have been carried out.

Discipline.

45. The conduct of the students was not satisfactory. Two boys had to be expelled for fraud in connection with concession railway tickets. The Principal says that strict measures have been introduced to rectify the evil.

Expenditure.

46. The total expenditure was Rs. 5,839 against Rs. 5,140, showing an increase of Rs. 699. This was due, as at Dacca, to repairs and purchase of instruments. The receipts from Provincial Revenues and fees and fines were Rs. 4,555 and Rs. 1,284 against Rs. 3,990 and Rs. 1,150, respectively.

Angul Survey School.

47. The school is specially intended for the sons of *sarbarakars*. Many passed students are now employed as *amins* in the district. The roll number increased from 24 to 32 during the past year, but expenditure (Rs. 420) remained the same. Of this, Rs. 406 was paid by Government.

The Survey Examination for Pleaders.

48. There were altogether 50 candidates for the examination who appeared at Sibpur, Bankipore, Dacca and Cuttack. Of these only 15 passed, or 30 per cent., against 48·5 per cent. in the year previous.

ART AND INDUSTRY.

Art Schools.

49. The number of Art schools remained unchanged during the year, These schools,—one Government and three unaided—all located in Calcutta, showed an increase of 24 pupils.

Government School of Art.

50. The statistics of this school are shown in detail in General Tables. The number of pupils increased from 241 to 245 during the year under report.

The school has two sections :—

Division I (the Industrial Art side).

(*a*) Was attended by 223 students. It consists of the Advanced Design class, Architectural and Engineering class, etc. The students continued to practice fresco decoration, stencilling, lacquer-work, lithography, wood-engraving and stained glass window work, and executed some private work in each of the subjects. The result of the examination in the 13 subjects taught shows 146 passes in the first, 272 in the second class and 186 failures.

Division II (the Fine Art side).

(*b*) Was attended by 22 students. The students went through the usual course of drawing and painting, and attained very fair proficiency. They, however, show a great lack of interest in higher artistic work. In spite of inducements, a student seldom does any work out of school hours or in the vacations. This is never the case in Europe, where the vacations are purposely made long in order to afford students greater opportunities for independent work. There were four first-class and 20 second-class passes and 14 failures in the six subjects taught for the class examination.

Art Gallery.

51. The gallery remained open for 207 days during the year. The number of visitors diminished from 15,620 to 11,069. The total expenditure, including purchases, was Rs. 6,776.

The former scheme of the gallery was found unworkable and misleading to Indian Art students, and has been given up. In consequence, more than two-thirds of the collection of European pictures were sold at the prices originally paid for them. Under the new scheme it will be the "Art section" of the Indian Museum under the Principal of the School of Art. A new gallery will be built to provide additional accommodation.

Purchase of Works of Art.

52. The purchases for the year, including frames, show-cases and screens, cost Rs. 4,074. They included important additions to the collections of Nepalese and Tibetan metal ware, Indian paintings and some valuable textiles.

Technical Schools.

53. These schools are intended to educate workers in their own arts, professions or trades. They consist of—(1) Industrial schools, (2) Commercial schools, (3) Agricultural institutions and (4) Miscellaneous schools.

Industrial Schools.

54. There were, in the year under report, 36 schools with 1,212 pupils, against 27 schools with 806 pupils in the previous year. Of the 36 schools, one was managed by Government, 10 by District Boards, 19 were aided and 6 unaided.

On the whole they are doing fair work; but this section of education in Bengal needs more encouragement.

SCHOLARSHIPS IN TECHNICAL SCHOOLS.

Scholarships.

55. In the Burdwan Division three scholarships of Rs. 6 each, tenable for two years, are awarded by the Burdwan Raj State.

In the Presidency Division the District Board of Nadia continued seven technical scholarships of Rs. 3-8 and one veterinary scholarship of Rs. 10, and

the District Board of the 24-Parganas gave two veterinary scholarships of Rs. 10 each and a medical scholarship of Rs. 5 for a female candidate.

In the Patna Division all the District Boards and the Municipality of Patna have created a number of scholarships tenable at the Bihar School of Engineering, and open only to *bonâ-fide* residents of the districts concerned. The total number of these scholarships was 29 during the year—Patna District Board giving seven scholarships of Rs. 5, Patna Municipality two of Rs. 5, Gaya District Board two of Rs. 7, Shahabad four of Rs. 5, Saran eight of Rs. 7, Champaran two of Rs. 5, Muzaffarpur two of Rs. 5, and Darbhanga two of Rs. 10.

The District Board of Patna gave one scholarship of Rs. 12 tenable at the Belgachia Veterinary College, one scholarship of Rs. 10 to a female student of the Patna Temple Medical School, besides four scholarships of Rs. 5 and two of Rs. 6 given to students reading in that school.

Commercial Schools.

56. There were three such unaided schools in Calcutta. The number of pupils decreased from 295 to 134. This considerable diminution is mainly due to a decrease of 187 pupils in the Union Business School.

Agricultural Schools.

57. There is one such school at Sabang, in the Midnapore district. It teaches sericulture and agriculture to the children of the rural people of the district. It had six pupils on the rolls against eight in the year before. It receives a monthly grant of Rs. 30 from the District Board.

58. The agricultural class attached to the Civil Engineering College has been dealt with along with the main institution. Agricultural classes were also opened in connection with the Gaya Zilla School, the Howrah Zilla School, the Cuttack Collegiate School, the Chittagong Collegiate School, the Dumraon High School and the Burdwan Municipal School.

Reformatory Schools.

59. There are two Reformatory Schools—one at Alipore and one at Hazaribagh. The number of juvenile offenders decreased by 21, and the expenditure in them by Rs. 8,384. A separate consolidated report has already been submitted to Government on the subject.

Miscellaneous Schools.

60. The Calcutta Deaf and Dumb School, the Elliott Road Blind School, Ranchi Blind School, the Railway School for labourers at Buxar and six music schools, especially the two at Bankura and Vishnupur, in the Burdwan Division, are doing useful work. The "organized tols," which are included under this head in General Tables, have been dealt with in Chapter IV—Collegiate Education.

CHAPTER IX.—FEMALE EDUCATION.

Number of Schools for Indian Girls and Girls under Instruction.

THE number of girls' schools increased from 4,681 to 4,910, or by 4·9 per cent., and attendance in them from 96,433 to 102,040, or by 5·8 per cent. The number of girls attending mixed schools advanced from 54,951 to 57,467, or by 4·6 per cent. The total number of female pupils attending secondary and primary schools rose from 148,874 to 156,496, or by 5·1 per cent. The largest increases in schools and pupils took place in the Orissa and Patna Divisions. On the other hand, the numbers fell off in the Divisions of Chota Nagpur and Chittagong and in the town of Calcutta. Though the rate of increase in the total number of pupils does not compare favourably with the high rates of 23·8 per cent. in 1902-03 and 28·1 per cent. in 1903-04, the continued advance is satisfactory and corresponds with the increase in the number of schools provided.

2. The number of schools managed by Government and by District or Municipal Boards remained 3 and 1 respectively, and attendance in the former increased from 329 to 336, and in the latter from 48 to 92. The number of aided schools rose from 3,855 to 4,217, and their attendance from 81,842 to 90,256, or by 9·3 and 10·3 per cent. respectively. Unaided schools (including schools in Native States) decreased from 822 to 689, and their attendance from 14,214 to 11,356.

3. Comparing the attendance in secondary and primary schools for girls for the last five years, the number of girls in all classes of schools except middle vernacular has been steadily improving since 1901-02, though nearly the whole of the numerical increase in recent years has been in the most elementary stage. A very noticeable increase in the number of girls in middle English schools from 274 in 1903-04 to 1,372 in 1904-05 was due to the fact that

as many as 10 upper primary schools in Calcutta were converted into middle English schools during the year under report. There was no middle English school for girls in Calcutta in 1903-04. The decline in the attendance of girls in middle vernacular schools from 1,872 in 1901-02 to 1,332 in 1904-05 is partly due to the conversion of some of these schools for girls under missionary management into middle English schools and partly to a lowering of status of some schools from middle vernacular to upper primary.

Model Primary Schools for Girls.

4. The number of model primary schools for girls has increased from 49 to 86, and, except in the Rajshahi Division, they are reported to be doing well. The need for an additional female teacher in many of these schools is becoming apparent, as the average attendance is from 30 to 50, and at Bhagalpur it is as high as 76.

Peripatetic teachers.

5. The scheme for the appointment of orthodox Hindu or Muhammadan women to act as peripatetic female teachers has been extended, especially in the Presidency Division.

In connection with this system of education the Inspectress of Schools remarks:—

"I found from visiting zenanas and from the expression of native opinion that there was no prejudice against the education of girls, but strong feeling against any relaxation of the *purdah* system for high caste girls. In support of this is the fact that recently a meeting was held at Muzaffarpur of the more educated classes, with a view to opening a strictly *purdah* school for Hindus. In some parts of these districts, education would be welcome did it not bring with it the presence of men officials. What is needed is for a greater extension of the zenana system of teaching for higher class girls as a preliminary step to schools, and for lower class girls strictly *purdah* schools. These would of necessity have to be wholly inspected by women."

Expenditure on Schools for Indian Girls.

6. The total expenditure from all sources increased from Rs. 4,17,131 to Rs. 4,40,604. The expenditure from Provincial Revenues rose from Rs. 1,05,348 to Rs. 1,16,609, and that from District Funds from Rs. 80,150 to Rs. 89,656. The municipal contribution increased from Rs. 12,019 to Rs. 13,018. The contribution from fees and "other sources" advanced from Rs. 2,19,614 to Rs. 2,21,321, though in Calcutta it diminished from Rs. 1,05,811 to Rs. 90,527, and in Burdwan from Rs. 27,613 to Rs. 22,263.

Classification of Schools for Indian Girls.

7. The number of high schools increased from 8 to 9, due to the inclusion of the Diocesan Mission High English School which did not submit returns in the preceding year. The attendance at these schools rose from 743 to 846, or by 13·9 per cent.

The number of middle English schools increased from 1 to 14. Of this increase, 10 came from Calcutta, 1 from Burdwan, and 2 from the Patna Division. Of the latter, one at Bankipore was returned as middle vernacular in the previous year, and the other (unaided) was at Muzaffarpur.

The number of middle vernacular schools decreased from 20 to 19, on account of the conversion of the Bankipore Middle Vernacular Mission School into a middle English school during the year under report. The number of upper primary schools for girls increased from 208 to 236, on account of a gain of 9 schools in the Burdwan Division, 3 in the Presidency, 8 in Calcutta, 4 in Rajshahi, 3 in Dacca, 1 in Patna, 2 in Bhagalpur, against a loss of 2 schools in Chota Nagpur.

The number of lower primary schools increased from 4,444 to 4,632. Increases took place in the Burdwan, Presidency, Dacca, Patna, Orissa Divisions and Orissa Tributary Mahals. The number diminished by one in Rajshahi, and in other Divisions there was a considerable loss both in number and attendance.

Results of Examination.

8. Though the abolition of the Middle and Primary examinations for certificates renders a comparison of the results in 1904-05 with those of previous years impossible, it cannot be said that the increase in the number of girls attending school has as yet been attended by a corresponding improvement in the number who attain to definite stages of instruction. During the year under report, 8 girls out of 27 passed the Entrance examination, against 14 out of 25 in the preceding year and 10 out of 22 in 1902-03. Of the successful girls, 2 were Native Christians, 2 Brahmans, and the remaining 4 non-Brahmans. Sixty-three girls passed the annual examination of standard VI, against 48 who passed the Middle Scholarship examination

in 1903-04 and 70 in 1902-03; 299 and 1,501 girls passed the annual examinations of standards IV and II respectively, against 1,808 who passed the Upper and Lower Primary examinations in 1903-04 and 1,485 in 1902-03. The junior and senior teachership examinations were held in August 1904. Twenty-seven of the candidates passed, 19 obtaining the junior teachership and 8 the senior teachership certificates, against corresponding numbers of 22 and 11 in the previous year.

Teachers in Girls Schools.

9. In the 9 high schools for girls there were 80 teachers, of whom 12 were graduates, 28 undergraduates, and 8 were trained teachers. In the 33 middle schools there were 142 teachers, of whom 2 were graduates, 13 undergraduates, and only 14 trained teachers. The need of trained teachers in middle schools has become still more apparent during the year under report, as in the previous year out of 84 teachers in 21 middle schools 11 were trained. The upper primary schools had 466 teachers, of whom one was a graduate, 8 were undergraduates, and 53 had been trained. The corresponding numbers in the previous year were 416, 4, 9, and 30, respectively. The lower primary schools returned 3,853 teachers, of whom 1 had passed the B.A., 1 the F.A, 19 the Entrance examination, and only 186 were trained teachers.

CHAPTER X.—EUROPEAN EDUCATION.

Chiefly written by W. W. Hornell, Esq., Inspector of European Schools, Bengal.

Number of school and scholars.

ALTOGETHER 76 schools for Europeans and Eurasians have submitted returns. Of these, 2 belong to Government, 67 are aided from public funds, and 7 are unaided. St. James's High School, Calcutta, was closed last December. A small private home for Eurasians, at Toong, ceased to exist during the year. Two unaided institutions—the School Department of the Doveton College, Calcutta, and Mrs. Sells's School, Darjeeling—did not send in returns. The inmates of the European Female Orphanage Asylum attended the Pratt Memorial School, Calcutta, while a mixed school has been reopened at Ondal by the East Indian Railway. Thus though 76 schools are dealt with in this report, as compared with 80 schools of the previous year, there is in fact only one institution less.

The total number of scholars returned was 8,286. Of these, 290 were in Government schools, 7,079 in aided schools, and 917 in unaided schools.

Division of schools according to management.

2. Thirty schools controlled by the Roman Catholic Church were attended by 54 per cent. of the total number of children attending school. The Church of England controlled 12 schools attended by 17½ per cent. of the total scholars. The Non-Conformists supported 7 schools educating about 7½ per cent. of the children under instruction. The Church of Scotland controlled one institution, St. Andrew's Colonial Homes, Kalimpong, containing one-and-a-half per cent. of the total number of children attending European schools in Bengal. Undenominational schools, which include Government and Railway schools, are 22 in number and contain 14½ per cent. of the total scholars. In addition there are one Jewish, one Armenian and three private schools and 4½ per cent. of the total scholars attend these schools.

Local distribution of European scholars.

3. Out of the 8,286 pupils attending Europeans schools, 5,547 were at schools in Calcutta and Howrah and 1,091 pupils at the Hill schools in Darjeeling, Kurseong and Kalimpong. Most other centres have only two or three hundred or even a smaller number of pupils.

Finance.

4. An attempt has been made this year to arrive at something like a correct estimate of the expenditure on European education. The form of the returns was remodelled on lines suggested by Mr. Jackson, who, when officiating as Inspector of European Schools, was asked by the Director-General of Education to examine the figures returned for 1902-03, and who found upon investigation that the total amount returned as expenditure from private sources for that year was obviously overstated by at least Rs. 2,50,000. Each return has this year been scrutinized, and all book and obviously fictitious entries have been ruled out. The result has been that the total expenditure returned is Rs. 14,50,414, *i.e.*, less by Rs. 1,60,610 than the amount returned

for last year. Of the total expenditure of Rs. 14,50,414, the amount met from Provincial Revenues was Rs. 3,86,325; from Railway grants Rs. 10,975; from Municipal grants Rs. 2,474; from Fees Rs. 6,87,264; from Endowments Rs. 1,25,700; and from Subscriptions Rs. 2,37,676.

Mr. Hornell strongly suspects that the expenditure, especially from subscriptions, is still considerably overstated, as a profit derived from fees in one school out of several managed by a religious body is applied towards schools which do not pay, and the amount so transferred is classed as subscriptions.

He states that:—

"Probably, for example, the annual amount contributed by the general public towards "European" education in Bengal is less than a lakh of rupees. Receipts from endowments amount to a little more than a lakh and a quarter; the contribution of Railway Companies and Municipalities amount to about £900. In other words, European schools have to rely mainly on fees and Government grants. The amount realizable from fees is strictly limited by the general poverty of the community from which the children are drawn. The Government grants are small, assessed as they were to meet educational standards, beyond which the general progress of India has irresistibly driven us. The result has been that the majority of the schools are working under financial conditions under which anything approaching to real efficiency is impossible. Even the Roman Catholic schools, with their advantages of free labour and the strict economy which is possible under schools controlled by Religious Orders, are unable to do anything like justice to the vast task they have undertaken. The funds of the Orders are drained for the support of schools for the poor, which are practically free, and their so-called "secondary" schools are thus starved instead of being developed."

Cost of Government institutions.

5. The Victoria School, Kurseong, cost Government Rs. 27,938, or Rs. 133 per pupil. The Library and Cadet grants, which amounted to Rs. 928, and the special grants for furniture, panelling and equipment of the technical class, which amounted to Rs. 3,030, are not included in the above cost. The Dow Hill School cost Government Rs. 23,596, or Rs. 294-15 per pupil. The school received special grants amounting to Rs. 6,166, which are excluded from the above cost. The cost of the Kurseong Training College was Rs. 3,920. No expenses incurred on account of buildings, either by way of construction or repairs, are included in these calculations.

Controlling Agency.

6. This subject has been dealt with in Chapter III.

Secondary and Primary Education.

7. Out of 8,386 scholars returned as being on the rolls of European schools on 31st March 1905, 2,014 were returned as reading in secondary classes; of these, 227 boys and 69 girls were reading in the high section, and 1,007 boys and 711 girls in the middle section. On the same date 3,301 boys and 2,971 girls were returned as receiving instruction in primary classes.

Examinations.

8. For the high school pass examination 109 candidates were presented. Fifty-four (49·5 per cent.) candidates passed, 5 in the first division. For the middle school examination 240 candidates were presented; 128 (54·9 per cent.) were successful—5 passed in the first division, 41 in the second, 82 in the third. For the primary school examination 599 candidates were presented, and 316 (54 per cent.) were successful. Twenty-seven passed in the first division, 127 in the second, 162 in the third. The percentage of passes in 1903 was—high school 47·2, middle school 70·2, primary school 57. In the numbers of passes in the first division there was a remarkable decrease in all these examinations, though the standard of the examiners was by no means unduly exacting. The examiners reported that, with the exception of arithmetic, the work shown up was mediocre or indifferent. In all three examinations only five girls were placed in the first division, viz., one at the high school and 4 at the primary school examination. Eight high school scholarships were awarded—2 to boys and 6 to girls; 12 middle school scholarships—9 to boys and 3 to girls; 20 primary school scholarships—12 to boys and 8 to girls.

The Cambridge Local Examinations.

For the senior examination, 12 candidates were presented: 11 passed, 5 obtaining third class honours. For the junior examination, 15 were presented: 12 passed, 2 with third class honours. For the preliminary examination, 23 candidates were presented: 16 passed and one third class honour was gained. The candidates for the senior examination were from La Martinière Colleges, the Pratt Memorial School, Calcutta, and the Diocesan Girls' School, Darjeeling. The candidates for the junior and preliminary examinations were all from La Martinière Colleges.

Four candidates were presented from Loreto House, 4 from the Armenian College and 16 from St. Xavier's College. One candidate from Loreto House passed in the second division; 9 of the St. Xavier's candidates passed—2 in the first, 6 in the second and 1 in the third division. All the candidates from the Armenian College failed. The Calcutta University Entrance Examination.

9. It was decided during the year to extend the course at the Kurseong Training College to two years. Eight women students were in residence at the College, the work being in the hands of Miss Greene, who was assisted by Miss D'Cruz. The students were examined at the end of the year by Miss Brock and Mr. Hornell, but with disappointing results. It was decided, however, that, owing to the unsatisfactory conditions under which the College had of necessity to be worked, the students had scarcely had a fair chance. They have all been sent back to Kurseong for another year's training. Ten new students were also sent to the College at the beginning of the 1905 session. The Training of Teachers in the Kurseong College.

The scheme for increasing the Government grant to the Kindergarten Training Department of the Welland Memorial School, Calcutta, and of affiliating it to the Kurseong Training College has been accepted by Government, and it is now in receipt of a special monthly grant of Rs. 250. Early in 1905, Miss Davies came out from England to take charge of the Kindergarten. A two years' course of training was drawn up by Miss Davies, Miss Brock and Mr. Hornell, and has been submitted to Government. There are 6 students now under training.

Six pupil-teachers were sent up by the Calcutta Free School (girls) for examination; of these three passed. Of the successful candidates, two were in their first year and one in her third. Pupil teachers.

10. There has been no development in this branch of instruction during the year under review. In the technical class at the Victoria Boys' School, 18 are now under instruction. Ten of these are in the first year of their course, and 8 in the second. The work shown up at the end of 1904 in the first year examination is reported to have been good. The commercial classes at the Victoria School have not yet been started. The Railway Technical Night Schools at Jamalpore and Saidpore continue to give instruction in mathematics, machine drawing and mechanics to the apprentices in the railway shops. The various other attempts at technical instruction described in detail in the last annual report are still continued on much the same lines. Technical Education.

11. Thirteen hundred and eight cadets became efficient during the year. The Government contribution for cadets amounted to Rs. 7,848; of this sum, Rs. 6,092 was spent during the year. Volunteers.

12. Mr. Hornell makes the following general remarks on European education in Bengal:— General remarks.

"Speaking generally, the condition of European education in the Province is far from satisfactory. That reforms were needed was practically admitted when, in 1902, the Government of India submitted the Code to a Committee for revision. Three years have elapsed since the Committee submitted their report, and nothing has been done to remedy the defects. The result of this delay has been disastrous. The prospects of the teaching profession have for some time been so bad that it has been for several years practically impossible to recruit men in India as teachers in European schools. Until recently there was little difficulty in recruiting at least a sufficient number of women teachers. Things have now changed. The prospects of women teachers are as wretched now as they were ten years ago; but other and more lucrative avenues of employment have been opened, and the consequence is that women are now ceasing altogether to become teachers. The hill schools for girls still find it possible to staff themselves partly from England and partly with girls who have just left school and are willing to spend a few years teaching in a good climate in return for a small salary. The schools in the plains are finding it more and more difficult to find teachers at all. It has long been practically necessary to recognize as competent to teach any person willing to undertake the work. The result of this has been disastrous enough; but if this shortage of teachers becomes worse, as it inevitably will unless something is done to improve the teachers' prospects, it will become necessary to resort to a kind of unrecognized pupil-teacher system, whereby the more advanced pupils will be set to teach the lower classes.

"Staffed as the schools are by teachers most of whom are entirely without training and intellectually very little in advance of their pupils, it is not surprising that the work done is generally unsound. A certain amount of proficiency is attained by boys in elementary arithmetic. With this exception the work is poor and slovenly to a degree. The most marked defect is an almost incredible scantiness of vocabulary and want of power of expression. Along with this is found, as one would expect, an extremely limited stock of

ideas, while the ignorance displayed of what we are accustomed to consider things universally known is on a par with the want of words and of the ideas which go along with the words. Mathew Arnold in his general report of elementary education for the year 1878 mentioned as an incident worthy of the attention of the Board of Education that in the upper class of an elementary school, in which there were no children older than 13, no one had ever heard of the Stuarts or of Charles the First. The other day I was informed by a girl of the top class of a "secondary" school that the battle of Trafalgar was fought between the English and Spanish in the reign of Elizabeth, and that Greek was the language of the Romans. The question about Trafalgar was regarded by the school authorities as quite beyond the scope of girls, who spend many hours in the week in acquiring the accomplishments of playing on the piano and copying pictures.

"But the general inefficiency and want of intelligence of the teaching is not the sole reason why things generally are so unsatisfactory; for in some "secondary" schools subjects which are usually regarded as an essential part of a school curriculum are not taught inefficiently, for they are not taught at all. This brings me to what I consider a very serious defect in the system under which we have tried to develop schools. The work of the schools has been entirely dominated, up to the present, by the code examinations. These examinations prescribe English and arithmetic as compulsory subjects, and leave to the discretion of the school the choice of a certain number out of a long list of optional subjects No attempt has ever been made to advise schools as to the curricula suitable to their varying needs, and as the examinations have been all-in-all, the optional subjects, which find their way into the school curriculum are often not the most suitable, even their adopters admit that, but the subjects, which score most in the examinations. All optional subjects bear an equal number of marks in the examinations, Latin for example as Physiology. If more than three optional subjects are taken, Latin or French must be one of them. No other restrictions are made. Consequently in some secondary schools history is not taught at all, and geography is relegated to the lower classes. The place of these subjects is taken by physics, physiology, political economy and in a few cases elementary logic. All these subjects are, as taught, purely cram subjects, intellectually worthless. Physics for example is taught almost entirely without apparatus. The criticism of the examiner in physics at last year's high school examination was that the candidates "have acquired a certain ability to express some more or less hazy ideas about a large number of widely different physical phenomena, and yet none of them is quite clear about the differences between solids, liquids and gases." Thus boys and girls are being sent out into life after a so-called secondary school education, practically ignorant of all geography and entirely ignorant of the history either of England or India: in place of which they have been given a smattering of physiology, physics and political economy. I have alluded above to the general ignorance of what we are accustomed to consider universally known. I may add as illustrating the fact that this ignorance is considered by schools not only venial but unavoidable, that such a question as who fought at the battle of Waterloo even when addressed to the top class of a high school is almost invariably met by a protest from the master or mistress to the effect that history is not studied.

"But over and above all this the school work is further complicated, and to my mind damaged, by the premature introduction into the curriculum of technical subjects. It is universally agreed that every child in a civilised country should have a certain amount of general education. The minimum at which this amount is usually placed is that every child should learn how to read and write in its own language, to calculate, and also to know something about the history of its country, the geography of the world in general and of its native country in particular, and some knowledge of the natural phenomena with which it is daily surrounded. I do not think that we can afford to place the educational minimum of a child of the domiciled European or Eurasian community lower than this, for it must always be remembered that we are educating a community which, owing to the condition of its existence, is practically excluded, at least in India, from the field of unskilled manual labour. I quite recognize the value of the various attempts now being made to impress upon the Eurasians the dignity of labour, but the fact, which it seemed to me we cannot ignore is, that, however low a European or Eurasian sinks he can never support himself in India by such manual labour as, for example, the mending of roads or the unloading of ships. Ticket-collecting on a railway or checking tallies on a jetty appears to be the least mentally exacting work open to a European or Eurasian. If he has not got character or intellect enough to do work of this kind, he is bound to become a bazar loafer. This is, I imagine, what Lord Canning foresaw when he wrote:—'If measures for educating these children are not promptly and vigorously encouraged and aided by Government, we shall soon find ourselves embarrassed in all large towns and stations with a floating population of Indianized English, loosely brought up and exhibiting most of the worst qualities of both races.'

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Muhammadan pupils.

CHAPTER XI.—MUHAMMADAN EDUCATION.

THE total number of Muhammadans attending all classes of educational institutions decreased from 546,783 to 529,895 or by 3·1 per cent., the decrease being chiefly in the attendance in Primary schools in the Divisions of

Chittagong, Presidency and Bhagalpur. The number, however, is still 40,280 greater than in the year 1902-1903.

2. The proportion of Muhammadans has increased in Arts and Professional colleges, in Middle schools (English and Vernacular), in Training and Technical schools, and has decreased in High and Primary schools and in Elementary Vernacular schools.

Institutions for Muhammadans.

3. The institutions specially intended for the education of Muhammadans are Madrasahs, Maktabs and Koran schools. Though these institutions are of a sectarian character, non-Muhammadan children are admitted in Madrasahs and Maktabs. Koran schools are attended solely by Muhammadans. Many of the Madrasahs are, either affiliated to the Calcutta Madrasah, or pursue the course of studies prescribed for the central examination of Madrasahs. The scheme for the improvement of Muhammadan education in Maktabs has received Government sanction. Model Maktabs will be started in Calcutta and 12 districts in which the number of Maktabs is large, and Inspecting Maulvis will be appointed to supervise other Maktabs with a view to bring them, as far as possible, into line with the ordinary primary educational system of the Province, special grants-in-aid being given for that purpose.

Madrasahs and Maktabs.

4. There were, during the year under review in the Province, 107 Madrasahs with 7,515 pupils; of these, 6 were Government institutions and 39 were Aided schools. Maktabs numbered 1,173 with 18,832 pupils, while the Koran schools numbered 3,390, of which 214 were Girls' schools.

Some of the Madrasahs teach up to the Entrance standard. The Madrasah at Calcutta consists of three Departments, viz.—(1) the College Department teaching up to the first Arts Examination, (2) the Anglo-Persian Department, and (3) the Arabic Department. There is also a separate Middle English school for Muhammadans in Calcutta.

Special encouragement for the development of Muhammadan education.

5. Secondary and Primary schools in Muhammadan centres receive special consideration from the Department or District Boards when they apply for aid from public funds. A proposal is under consideration for setting apart for Muhammadan candidates only some middle and primary scholarships as well as a certain number of Training school stipends. These will be calculated in proportion to the Hindu and Muhammadan population in each Division. In appointing teachers in Government schools and Inspecting officers (Deputy Inspectors, Sub-Inspectors and Guru instructors), preference is given to Muhammadan applicants until the proportion of Muhammadan officers is equal to the proportion of Muhammadans in the population of the district. It is found, however, that it is difficult to make appointments in the ratio which the Muhammadans bear to the Hindu population, owing to the fact that Muhammadans as a rule are unwilling to accept the pay which Hindus of similar qualifications gladly accept. Other advantages, such as free studentships and special scholarships, are open to Muhammadan pupils in Bengal. These have been fully explained in previous reports.

Success of Muhammadans at University and other Examinations.

6. During the year under report 288 Muhammadans passed the various University examinations against 233 in the previous year. Five passed the M. A. against 5, 30 the B. A. against 13, 46 the First Arts against 70, 180 the Entrance against 133; 9 passed Medical examinations against 8, and 18 passed the B. L. examination against 3. These results are generally very satisfactory, and correspond with the improvement of the results of the University examination taken as a whole. So far as returns were received during the year from schools, it is found that 1,799 Muhammadan pupils passed standard VI or the middle standard, 4,737 (including 6 girls) passed standard IV or the upper primary standard, and 17,911 (including 92 girls) passed standard II or the lower primary standard. Training schools returned 51 passes, the Vernacular Medical schools 14 passes, while Engineering and Surveying schools returned 35 passes.

Central Examination of Madrasahs.

7. This examination is held under the superintendence of the Principal of the Calcutta Madrasah. Madrasahs which are affiliated to the Calcutta Madrasah are allowed to compete at the examination. Four Government and 7 privately managed Madrasahs sent up 305 candidates, of whom 177 passed. In the preceding year, 10 Madrasahs sent up 272 candidates, of whom 158 were successful.

CHAPTER XII.—EDUCATION OF SPECIAL CLASSES.

THIS chapter deals with institutions—

(1) for the education of the sons of Native Chiefs and Noblemen;
(2) for that of aboriginal and other backward races.

Education of Native Chiefs and Noblemen.

2. The Nawab of Murshidabad's Madrasah is the only institution of this class in this Province. It is intended chiefly for the education of the descendants and relatives of the Nawab Bahadur of Murshidabad. During the year under report, the roll number increased from 44 to 48 and the total expenditure amounted to Rs. 11,824 against Rs. 10,102 in the previous year. Of the 48 pupils, 25 were resident-boarders, 6 day-boarders and 17 students were day-scholars. A large piece of land was acquired during the year for the purpose of extending the compound of the Madrasah and for providing its teachers with quarters. The discipline of this institution was satisfactory. Besides drill, which is taught during school hours, cricket, tennis, football and many native games are played after school hours. His Honour the Lieutenant-Governor of Bengal paid a visit to this institution, with a view to consider the question of its amalgamation with the Nawab's High School and of the establishment of a Model Nizamat College, open to all Muhammadans of respectable families in Bengal. The proposal for amalgamation had to be dropped, as His Honour did not think the plan for opening a Model College was practicable.

3. In the Orissa Tributary States or Garjat Mahals, and in Chota Nagpur, a similar institution or institutions would be desirable for the education of the sons of the Native Chiefs. The sons of the Chiefs of the Gurjats receive their education, for the most part, at the Ravenshaw Collegiate School. The minor Chiefs of Dhenkanal and other Rajkumars are taught at home by private tutors. The Athgarh Rajkumar attends the local Middle English School which is maintained by the Chief of the State. In the Chota Nagpur Division the heir-apparent of the zamindar of Kunda is being educated in the Hazaribagh Zilla School. The sons and relatives of the zamindars of Ranka, Sonepur and Chainpur in the district of Palamau receive their education in the local Zilla School. In Manbhum, the relatives of the zamindar of Kasipur are receiving education in the Raghunathpur High English School. In Singhbhum the eldest son of the Thakur of Kharsawan is receiving his education in the Raipur College.

Education of Aboriginal Races.

4. The names of the different classes of aboriginal people represented in schools in the different Divisions of Bengal are shown in detail in the annual report for 1903-1904. It is therefore not necessary to recapitulate them here. The total number of aboriginal pupils increased during the year from 42,292 to 44,818, or by 6 per cent. Of these, 9,026 or 20 per cent. were Christians. The Chota Nagpur Division returned the largest number of aborigines (24,332) at school. Next comes the Bhagalpur Division with 7,813; while the Burdwan Division stands third with 5,340, and the Orissa Tributary Mahals fourth with 2,660 aboriginal pupils. The other Divisions need no special notice.

5. Special steps have been taken in the Divisions of Burdwan, Rajshahi, Dacca, Chittagong, Patna, Bhagalpur, Orissa, Chota Nagpur and in the Orissa Tributary Mahals for the education of these classes of people.

Success of the aboriginal pupils.

6. Ninety-eight boys and eight girls passed beyond Standard VI, or the Middle standard, and six boys and one girl obtained middle scholarships. The middle scholars mostly belonged to the Chota Nagpur Division. Three hundred and four boys and 39 girls were returned as having passed beyond the Upper Primary standard, *i.e.*, Standard IV, and six boys and one girl obtained Upper Primary scholarships. The progress at Standard II, or the Lower Primary standard, is very satisfactory; for 1,301 boys and 49 girls are returned as having passed beyond this standard, and 46 boys and 4 girls obtained Lower Primary scholarships; thus the total numbers of scholarships of the different kinds gained by boys and girls of the aboriginal races throughout the Province were 58 and 6, respectively.

Education of indigent classes.

7. Both Hindu and Muhammadan pupils belonging to this class under education showed a conisderable decrease, which may be regarded as unsatisfactory for unless such children are educated it is hopeless to expect that they can ever rise outside their class. The former decreased from 62,482 to 54,785 and the latter from 39,840 to 35,370. The decrease was shown in many of the Divisions, chiefly by the Presidency, Dacca and Chittagong Divisions, but no

sufficient cause for it has been assigned in the Divisional reports. Indigent Native Christians under education, however, increased from 3,116 to 3,607.

8. Of the indigent Hindu pupils, 4 boys and 2 girls obtained Middle scholarships, 8 boys and 4 girls obtained Upper Primary scholarships, and 40 boys and 3 girls gained Lower Primary scholarships, during the year under report. Of the indigent Muhammadan pupils, 1 boy obtained a Middle scholarship and 17 boys Lower Primary scholarships.

Of the indigent non-aboriginal Christians, one boy and one girl obtained Middle scholarships, while 6 girls obtained Upper Primary, and 3 girls Lower Primary scholarships.

CHAPTER XIII.—PRIVATE INSTITUTIONS.

SCHOOLS which do not conform to departmental standards, and which teach on the old indigenous lines are classed as "Private Institutions." These institutions may be divided into 4 classes: (1) Advanced Institutions including three classes of schools teaching—(*a*) Arabic or Persian, (*b*) Sanskrit and (*c*) any other oriental language; (2) elementary schools, teaching a vernacular only or mainly; (3) schools teaching the Koran; (4) other schools.

Advanced institutions teaching Arabic or Persian.

2. The number of these institutions rose from 1,118 to 1,173, and attendance in them from 17,336 to 18,832. The increase was general in all the Divisions except Patna, where the decrease was attributed to plague.

3. In order to improve the state of primary education among the Muhammadan population of Bengal, a scheme for organising the *muktabs* was put forward, after discussion by a conference, and has received Government sanction. *Muktabs* will be in future divided into three classes:—

(*a*) *Muktabs* teaching the Koran and also the rituals of Islam, through the Urdu language.

(*b*) *Muktabs* teaching Urdu or Persian or both (with or without the Koran ritual) in addition to a certain elementary standard in the vernacular of the district in which the *muktab* is situated, and arithmetic up to at least the 3rd year infant class standard of the new vernacular scheme.

(*c*) *Muktabs* teaching the full departmental standards up to at least the third year infant class of the new vernacular education scheme, with the Urdu or Persian language as an additional optional subject.

Thirteen model *muktabs*, in Calcutta, Dacca, Mymensingh, Backergunge, Tippera, Noakhali, Chittagong, Bhagalpur, Patna, Gaya, Shahabad, Muzaffarpur and Darbhanga, where the *muktabs* are numerous, will be established. Inspecting Maulvis will be appointed in districts in which the number of such schools is large, in order to organise the existing *muktabs*, and to report on their claims to receive grants-in-aid.

4. At present under the provisions of the Local Self-Government Act, District Boards cannot subsidize *muktabs* and Madrasahs, and an amendment in the Act will be necessary before the scheme can be brought fully into operation. When this is done a portion of the annual Imperial grant for primary education will be placed at the disposal of the District Boards or the District Education Committees, as the case may be, for aiding the *muktabs* which adapt their course of instruction to the standards (*a*) and (*b*).

Advanced school teaching Sanskrit.

5. The number of indigenous Sanskrit schools has declined from 974 to 948 and the attendance from 8,370 to 8,268. This decrease is observed in all Divisions, except Burdwan, Dacca and Orissa.

Elementary schools teaching the vernacular only or mainly.

6. The number of these schools for boys and their attendance fell off from 3,149 and 31,608 to 3,019 and 29,105, respectively. The decrease was shared by all Divisions, except Burdwan, Rajshahi, Orissa and Chota Nagpur. In Bhagalpur, their number remained stationary, and their attendance slightly increased. In Calcutta, as in the preceding year, there was no school of this class. In the Presidency Division these schools, which were very few in number during the previous year, ceased to exist. The girls' schools of this kind advanced from 10 to 12, and the attendance from 191 to 243.

Elementary schools teaching the Koran only.

7. The number and attendance of Koran schools for boys increased from 3,165 and 51,142 to 3,176 and 52,091, respectively. The increase was chiefly

in Rajshahi, Dacca, Orissa and Chota Nagpur. The number of girls' schools of this class and their attendance declined from 229 and 2,078 to 214 and 1,917, respectively.

Other schools.

8. The number of such schools for boys rose from 204 to 331 and their attendance from 4,387 to 6,114. The corresponding figures for girls' schools increased from 13 and 497 to 22 and 1,313, respectively. The increase in these schools was most noticeable in the Sonthal Parganas. Most of these schools are lower primary schools with less than 10 pupils, or those in which the gurus do not teach according to departmental standards.

CHAPTER XIV.—HOSTELS AND BOARDING-HOUSES.

Reforms student's messes.

THE conditions under which students in colleges and schools who do not live with parents or guardians, and the practical working of the rules approved by Government for the conduct of hostels and messes, received special attention during the year under report. An inspection of messes in Calcutta by Mr. C. Russell, Assistant Director of Public Instruction, showed that improvements were urgently needed, and a conference at which Principals of all Arts Colleges in Calcutta were represented, considered the question at the request of His Honour the Lieutenant-Governor. As a result, it has been decided that Government should take suitable houses for students' messes, each mess being definitely attached to a college and under the superintendence of its Principal, and that a fixed charge for rent should be recovered from the students in the messes through the College authorities. An Inspector of hostels and messes has been appointed, working under the superintendence of Mr. L. Tipping, official visitor of the Eden Hindu Hostel, and a provision of Rs. 67,000 has been made in the Education Budget of 1905-06 for carrying out these reforms.

Joint enquiries were conducted in certain other towns by Magistrates and Inspectors, to ascertain how far the facts revealed in Calcutta applied also to the mufassal. Their reports were not received during the year under report.

2. The total number of hostels for Indian and European pupils increased during the year under report by 25, and inmates in them by 951, or 0·7 per cent.

Hostels for Indian pupils.

3. The number of hostels and of residents increased respectively from 328 to 400 and from 8,447 to 11,605. Of the residents, 732 belonged to Arts Colleges, 49 to Professional Colleges, 5,312 to middle schools, 3,802 to primary schools, and 1,710 to special schools.

The number of hostels for Indian females returned during the year was 47 with 2,713 inmates, against 40 hostels with 2,101 inmates in the previous year. These hostels are almost exclusively attached to schools and colleges under Christian and Brahmo management, but during the year under report the Managing Committee of the Mymensingh High School for Indian girls opened a hostel and received a monthly grant for its maintenance.

Total expenditure on hostels.

4. There was a decrease of Rs. 43,195 in the cost of hostels of all classes, in spite of an increased grant of Rs. 35,590 from Provincial revenues, chiefly due to an increase of Rs. 32,482 on hostels for Europeans. The contribution from District and Municipal funds increased by Rs. 127 only. The amount realized from fees and subscriptions showed a large decrease of Rs. 78,962, which is not satisfactory. It is essential that these institutions should become self-supporting in future, so far as recurring expenditure is concerned. The question of the District Boards paying a certain portion of the cost of buildings and equipment of hostels is still under the consideration of Government.

The total expenditure on hostels for Indian boys and girls increased from Rs. 3,99,268 to Rs. 4,36,149; the expenditure from Provincial revenues increased from Rs. 29,699 to Rs. 32,807, or by Rs. 3,108. The annual average cost per boarder in hostels for Indian pupils was Rs. 37.

The Eden Hindu Hostel.

5. The number of boarders increased from 247 to 252, of whom 201 belonged to five Government institutions, the Presidency College, Hindu and Hare schools, Sanskrit College and Medical College, while 51 belonged to eight Arts Colleges under private management. The total expenditure

amounted to Rs. 32,499, of which Rs. 30,101 was met from private sources. This hostel, under recent orders of Government, will be in future reserved exclusively for the students of the Presidency College. Improvements in its management and discipline were under consideration.

6. The number of inmates decreased during the year under report from 122 to 102. Additions to the hostel building have been made, and a scheme for the acquisition of land for its extension is under consideration. The discipline and the general health were satisfactory. Elliott Madrasah Hostel.

CHAPTER XV.—PHYSICAL AND MORAL TRAINING.

PHYSICAL exercise is increasing in popularity amongst the students in colleges and in secondary and primary schools. Games played by school-boys were formerly not encouraged by their parents and guardians in Bengal, but this feeling is passing away, and the good and salutary effect produced by athletic sports upon the physique and behaviour of the boys is now generally recognised.

2. College students generally play football, cricket, tennis and badminton. In middle and primary schools the country games are gradually being replaced by English sports, especially football, though the old native game of *Kapati* or *Hadudu* is still played by the boys belonging to village schools.

3. In many instances high officials and local gentlemen attend to witness the sports and games of the local students, and present prizes to the successful competitors. Contributions from Provincial revenues were made towards the expenses of these sports; and a considerable amount of money was raised from subscriptions for the purchase of gymnastic apparatus.

4. In Government High schools drill is taught regularly. Arrangements have also been made in aided high schools to drill the boys systematically. Drill of an elementary character is taught in all middle and primary schools maintained or aided from public funds. The vernacular translation of Mr. Sharp's book on drill has been introduced into these schools. Drill.

Under a special arrangement sanctioned by the department, the gymnastic masters of a good many schools attended a course of instruction in these duties in the Calcutta Madrasah gymnasium during the year 1904-1905.

5. The establishment of hostels and boarding houses for the accommodation of those students in schools and colleges who do not live with their parents and guardians, in which they may be kept under the supervision of their teachers out of school hours, is regarded as being of the greatest importance in improving moral tone and discipline. A considerable advance was made during the year in improving the conditions under which college students in Calcutta live in messes, and an officer has been especially deputed by Government to inspect these messes and to encourage their formation under a definite system of rules. It is expected that the experience obtained from the working of this system will be of considerable value in indicating the directions in which an extension of the system to schools and colleges in the mufassal can be made with advantage. Moral Training

The question of the revision of the rules passed by Government for the conduct of students' hostels and messes continued to receive attention during the year, and joint enquiries have been made by Inspectors and Magistrates in certain towns in the mufassal in order to ascertain how far the present rules have succeeded in their object, and in what respect they may be improved. The full co-operation of the authorities of local schools and colleges is, however, still necessary in order to secure the complete success of any scheme of this kind.

The inter-school and inter-college transfer rules drawn up to check the effect of unhealthy competition between different institutions have not been modified during the year, but cases in which breaches of these rules were reported during the year were few. The advantages secured by special adherence to these rules appear to be generally recognised by the authorities of the institutions concerned.

The selection of text-books by the Central Text-book Committee has a good effect on the moral tone of the pupils, as only those books which contain

no objectionable passages or subjects find a place in the list of approved books. Schools which receive Government aid or compete for Government scholarships are not allowed to adopt any book which is not included in the approved lists. Professors and teachers have also been instructed to avail themselves of every possible opportunity of inculcating morality among their pupils.

Attempts have been made, with a certain amount of success, to remove immoral surroundings from the neighbourhood of certain educational institutions in Calcutta.

A half-yearly list is now published by the Department showing the names of the students who are rusticated for misconduct.

The institution of Common Rooms for students in connection with Arts Colleges by creating sympathy and promoting friendly association between the teachers and their pupils will contribute much to improve the moral tone of the students.

Discipline.

6. Discipline was fairly well maintained during the year under report in all classes of educational institutions, Government and aided, and in the other sections of the Department.

The few important cases of breach of discipline which took place during 1904-1905 in some of the Divisions of Bengal have been properly dealt with, usually by the department.

CHAPTER XVI.—EDUCATIONAL CONFERENCES.

In almost all the Divisions all the Deputy Inspectors held conferences at their respective head-quarters, where inspecting officers of the lower ranks were called upon to assemble. The object of these conferences was to frame rules for the administration of the primary grant; to discuss questions of selection of candidates for the Middle, Upper, and Lower Primary scholarships; to devise the best methods of popularizing the new scheme of education; and to explain to the parents and guardians of the pupils the principles of the Kindergarten system. Some of these meetings were held under orders of the Magistrates of the districts. Conferences were held also by Sub-Inspectors at convenient centres, at which gurus and the local public were invited to attend, with a view to explain to them the advantages of the new system of education.

2. In the Orissa Division, Mr. Stark took special interest in holding conferences of the Deputy Inspectors, with the Head Master of the Cuttack Training School, guardians of pupils and influential residents, to explain the object of the new system of education, and the necessity for the hostel and mess rules. He systematically gave specimen lessons to classes in the presence of inspecting officers and teachers of schools whom he assembled for the purpose of training the latter in the new scheme. The Deputy and Sub-Inspectors of Orissa and Orissa Tributary Mahals held several conferences to discuss various educational questions.

3. In the Chota Nagpur Division the gurus of the primary schools in the Kolhan portion of the Singhbhum district were trained for eight months by means of weekly meetings at four central places, viz., Chaibassa, Jagannathpur, Chitimiti and Dumuria. The training was imparted by the Deputy Inspector, the Sub-Inspector, two inspecting pandits, and four head pandits of middle schools. Each centre utilized the services of an inspecting officer and a head pandit.

4. These conferences were very beneficial in their effects and contributed much to secure a more intelligent working of the new vernacular scheme.

5. In order to improve the teaching in the collegiate and zilla schools, and also in some of the smaller colleges, it was suggested during the year under report—

(1) "That some of the experienced and able Professors in the Department (and specially the Professors of the larger colleges) in various subjects, such as Science, Mathematics, Philosophy, History, Languages and Literature, should be asked to do a little inspection work occasionally, so as to test the teaching in the subjects professed by themselves, in the institutions visited by them, and to give hints for the improvement of the method of teaching those subjects. The selected Professors would also report on the libraries, laboratories and apparatus, and on the staff of assistants, and give suggestions for improvement.

(2) "That a system of special courses of lectures to be annually delivered by experienced and able Professors, who will be nominated for the purpose in virtue of their experience, should also be introduced, while the teachers in the various Government colleges and schools would be asked to attend in small batches. These lectures should principally deal with the method of teaching in connection with the subjects taught by the Lecturers. In such lectures, for instance, the Science Professors may show how cheap and simple apparatus may be utilised for teaching Elementary Science. In other subjects also, in addition to the valuable suggestions as to methods of teaching that may be given by a senior Professor, much good may result from the interchange of views between teachers and Professors which such gatherings will bring about.

(3) "That these inspections and annual lectures should be arranged so as to interfere as little as possible with the regular work of the Professors, and with that of the teachers who will attend the lectures. If the Professors selected are those attached to Arts Colleges, probably the months of February, March and April will best suit the purpose of inspection, as during these months the University examinations are held and all the colleges work half time only, for the second and fourth year classes leave work early in January, and full work does not commence till the last week of June. The lectures may be also perhaps delivered in the early part of January in each year, for the session of the school classes generally begins about the middle or end of January, and a short absence of a teacher at this period, say for a couple of weeks, will not be very detrimental to the interests of the school.

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It is gratifying to notice that this useful scheme received the sanction of Government during the year.

CHAPTER XVII.—TEXT-BOOK COMMITTEES AND LIBRARIES.

THERE are three Committees appointed for the selection of text, library and prize books, viz., the Central Text-Book Committee at Calcutta and two Branch Committees—one at Bankipore and another at Cuttack. The Central Committee examines and recommends for approval books written in English, Sanskrit and Bengali. The Bihar Committee at Bankipore deals with Hindi books printed in Nagri or Kaithi character, and also with books written in Urdu, Arabic and Persian. The Orissa Committee examines and recommends for approval only books written in the Uriya language. The final approval of the books recommended by all these Committees rests with the Local Government.

Meetings of the Central Committee.

2. During the year under report, three meetings of the Central Committee were held—one on the 13th May 1904, another on the 25th June 1904, and the third on the 20th December 1904; and each meeting of the General Committee was preceded by meetings of the four sub-committees.

Changes in the Membership of the Committee.

3. Mr. Peake resigned his membership and Mr. Cunningham was appointed a member in his place. Mr. Russell also resigned in February 1905.

Resolutions of the Central Committee.

4. The following Resolutions were passed during the year under report:—

(1) That no report like the report for 1903-1904 of the Punjab Text-Book Committee was necessary for the Central Text-Book Committee.

(2) That members should be allowed to retain copies of the books reported on by them.

(3) That the proceedings of the Committee should be printed and circulated among the members.

5. The Department issued a notification dated the 26th January 1905 on the syllabus of English Readers for Standards III to VI, which was published in the *Calcutta Gazette* of the 1st February 1905. Another notification dated the 9th November 1904, which was issued by the Department, required that vernacular and English literature books of all standards should contain, among other subjects, suitable biographical selections treating of the lives of great or good men among Hindus, Muhammadans and Christians.

Preliminary examination of books.

6. The number of books received during the year for preliminary examination was 429, and the number passed by the preliminary examination was 351. These were all issued to the various Committees for report, together with

18 books *left* over from the previous year. Of the 351 books passed in 1904-05, 275 were issued to the Central Committee, 70 to the Bihar Committee, and 6 only to the Committee at Cuttack. During the year under report, 113 books were recommended and approved, lists of which were published in the *Calcutta Gazette* on the 13th July 1904 and on the 1st February 1905. Of these, 27 were approved for the new scheme, 21 for the old scheme for high schools, and 65 for prizes and libraries.

Biha Text-Book Committee.

7. This Committee is composed of six official and three non-official members. Besides these, the Divisional Inspector is the *ex-officio* President and the Assistant Inspector is the *ex-officio* Secretary. The Committee received during the year 117 books altogether, of which 105 were approved—47 as text-books, 20 as prize books, 12 as library books and 26 both as prize and library books. The Committee held two meetings—one on the 7th June 1904 and another on the 13th December 1904.

Orissa Text-Book Committee.

8. This Committee consists of five members, exclusive of the Inspector of Schools as *ex-officio* President and the Deputy Inspector of Schools, Cuttack, as *ex-officio* Secretary. During the year under report two meetings were held. The number of books received during the year was 7 only, and 3 of them were approved.

Calcutta School Book Society.

9. The sales of the Society amounted to Rs. 1,66,338 during the year under report.

Libraries.

10. Each Government college and high school has an attached library for the use of professors, teachers and students. A considerable sum is annually allotted from Provincial Revenues to improve these collections of books.

The Circulating Library for the use of Inspecting officers in the Orissa Division has worked satisfactorily during the year.

CALCUTTA,
The 14th October 1905.

A. PEDLER, F.R.S., C.I.E.,
Director of Public Instruction, Bengal.

B. S. Press—4184—650—29-1-1906—J. A. M. and others.

Education—General Table I.

Abstract Statement of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the Official year 1904-1905.

(For details, see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.				
				Collegiate education.		School education, general.		School education, special.		Total.				Grand Total.	Percentage of—
Total area in square miles.	Number of towns and villages.	Population.	Institutions and scholars.	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
165,572, including 14,387 square miles of the Orissa Tributary Mahals.	Towns, including municipalities 185	Males ... 38,346,755	Institutions. For males ...	43	19	2,474	48,183	150	806	51,675	2,121	6,526	8,647	60,322	Institutions to number of towns and villages. 28·00
	Villages ... 215,281	Females ... 38,345,913	For females ...	3	...	73	4,886	20	2	4,984	...	248	248	5,232	2·42
	Total 215,467	Total ... 76,692,668	Total ...	46	19	2,547	53,069	170	808	56,659	2,121	6,774	8,895	65,554	30·42
		Number of population of school-going age—	Scholars. Males ...	8,010	2,519	248,250	1,302,961	2,188	22,056	1,585,984	26,709	81,464	108,173	1,694,157	Male scholars to male population of school-going age. 29·45
		Males ... 5,752,013													
		Females ... 5,751,887	Females ...	68	9	6,449	153,798	849	212	161,385	391	9,319	9,710	171,095	Female scholars to female population of school-going age. 3·00
		Total ... 11,503,900	Total ...	8,078	2,528	254,699	1,456,759	3,037	22,268	1,747,369	27,100	90,783	117,883	1,865,252	16·21

EDUCATION—

Abstract Return of Expenditure on Public Instruction in the Lower

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate education.		School education, general.		School education, special.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions ... For males ...	9,46,996	4,19,828	37,73,713	34,79,600	1,50,954	5,76,466	93,47,557
„ females ...	63,318	...	3,03,870	3,51,747	67,680	1,960	7,88,575
Total ...	10,10,314	4,19,828	40,77,583	38,31,347	2,18,634	5,78,426	1,01,36,132
2.—(*a*) Percentage of provincial expenditure, included in columns 2—17, to total provincial expenditure on public instruction	9·5	9·5	(*a*)16·7	8·0	4·9	8·5	57·1
(*b*) Percentage of district fund expenditure, included in columns 2—17, to total district fund expenditure on public instruction	...	...	13·0	56·68	0·04	1·45	71·17
(*c*) Percentage of municipal fund expenditure, included in columns 2—17, to total municipal expenditure on public instruction ...	...	...	17·09	64·35	0·03	4·10	85·57
(*d*) Percentage of total expenditure, included in columns 2—17, to total expenditure on public instruction ...	7·3	3·0	29·6	27·8	1·6	4·2	73·5
3.—AVERAGE* ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions ... Cost to provincial revenues	151 5 10	280 8 3	16 11 3	3 3 3	81 11 7	68 3 8	43 3 8
Cost to district and municipal funds...	...	...	0 0 3	0 1 0	0 8 6	...	0 0 10
Total cost from all sources ...	250 5 10	346 1 8	38 13 5	3 11 7	86 9 0	89 10 10	66 13 7
Municipal and District Board institutions ... Cost to provincial revenues	14 2 8	...	0 3 2	0 1 6	...	6 7 9	0 7 3
Cost to district and municipal funds ...	...	...	4 4 3	3 12 7	...	27 13 5	4 15 7
Total cost from all sources ...	93 0 0	54 12 11	12 2 3	5 1 11	...	65 1 10	13 14 1
Aided institutions ... Cost to provincial revenues	21 8 8	...	2 4 9	0 3 3	31 10 2	3 11 0	0 7 8
Cost to district and municipal funds...	...	...	1 6 4	0 14 2	0 0 11	2 14 7	0 15 2
Total cost from all sources ...	148 6 10	...	14 14 0	2 14 4	80 12 8	16 3 8	4 6 5
Unaided institutions—Total cost from all sources.	73 8 4	24 7 7	14 12 8	1 13 10	42 7 8	10 1 9	7 10 11
Total cost to provincial revenues ...	40 0 9	129 1 8	2 2 9	0 3 0	61 7 1	12 14 7	1 2 0
„ municipal or district funds.	...	...	0 15 9	0 12 6	0 5 6	1 9 11	0 13 0
Total cost from all sources ...	129 14 6	172 13 5	16 2 6	2 12 5	83 8 2	26 14 5	6 1 5

General Table II.

Provinces of Bengal for the official year 1904-1905.

General Table IV.)

Total indirect expenditure on Public Instruction.								Total expenditure on public instruction.	Remarks.
University.	Direction.	Inspection.	Scholarship.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
2,17,809	89,261	7,42,279	2,49,103	9,52,961	1,38,415	12,63,600	36,53,428	1,37,89,560	
2,17,809	89,261	7,42,279	2,49,103	9,52,961	1,38,415	12,63,600	36,53,428	1,37,89,560	
...	2·8	10·8	5·2	18·2	1·9	4·0	42·9	100·0	
...	...	21·40	2·31	0·42	0 50	4·20	28·83	100·0	
...	...	4·06	·73	3·78	1·48	4·38	14·43	100·0	
1·5	0·6	5·4	1·9	6·9	1·0	9·2	26·5	100·0	

* The annual cost is calculated on the direct expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year.

(*a*) In calculating the percentage the amount of Rs. 20,000 spent from Imperial Funds on account of European High Schools and shown under "Other sources" in General Table IV has not been taken into consideration.

EDUCATION—GEN

Return of Colleges, Schools and Scholars in the Lower

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS													
	UNDER PUBLIC MANAGEMENT.												UNDER	
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Govern or Municipal	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ARTS COLLEGES.														
COLLEGIATE EDUCATION. English	11	1,858	1,839	1,580	1	52	60	45	...	...	...	...	7	1,489
COLLEGES FOR PROFESSIONAL TRAINING.														
Law	7	276	264	154	1	25	26	18	...	...	...	...	...	...
Medicine	1	503	469	454	...	...	...	...	...	...	...	...	...	...
Engineering	1	339	361	334	...	...	...	...	...	...	...	...	...	...
Agriculture	1	24	24	22	...	...	...	...	...	...	...	...	...	...
Total of Colleges	21	3,000	2,957	2,544	2	77	86	63	...	...	...	...	7	1,489
SECONDARY SCHOOLS.														
SCHOOL EDUCATION—GENERAL. *For Boys—*														
High schools ... English	50	13,376	12,956	10,422	5	2,117	2,068	1,585	2	331	323	260	243	44,825
Middle ... English	6	305	575	486	40	3,403	3,410	2,730	19	1,442	1,430	956	733	52,780
Middle ... Vernacular	19	1,256	1,125	874	142	8,216	7,990	6,388	4	186	196	128	621	33,749
For Girls—														
High schools ... English	2	314	295	202	...	...	...	...	...	...	...	...	14	1,645
Middle ... English	1	80	80	72	...	...	...	...	...	...	...	...	35	3,562
Middle ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	17	1,161
Total Secondary Schools for Boys and Girls	78	15,631	15,031	12,056	187	13,736	13,468	10,703	25	1,959	1,949	1,344	1,663	137,722
PRIMARY SCHOOLS.														
For boys ... Upper Primary	134	5,645	5,376	3,873	11	370	353	254	4	145	134	79	4,698	209,087
For boys ... Lower "	2	35	34	30	8	376	367	294	345	5,692	5,125	4,047	34,863	967,977
Total Primary Schools for Boys	136	5,680	5,410	3,903	19	746	720	548	349	5,837	5,259	4,126	39,561	1,177,064
For girls ... Upper Primary	...	...	...	...	1	92	62	45	...	...	...	...	245	11,416
For girls ... Lower "	1	22	21	20	...	...	...	...	11	278	256	173	3,951	76,786
Total Primary Schools for Girls	1	22	21	20	1	92	62	45	11	278	256	173	4,196	88,202
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	137	5,702	5,431	3,923	20	838	782	593	360	6,115	5,515	4,299	43,757	1,265,266
SCHOOLS FOR SPECIAL INSTRUCTION.														
SCHOOL EDUCATION—SPECIAL. Training Schools—														
(a) For masters	143	1,971	1,576	1,230	...	...	...	...	...	...	...	...	6	209
(b) For mistresses	1	16	16	16	...	...	...	...	...	...	...	...	16	781
Schools of Art	1	245	198	185	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	4	742	807	721	...	...	...	...	...	...	...	...	...	...
Engineering or Surveying schools	3	403	452	404	...	...	...	...	...	...	...	...	1	32
Industrial schools	f	51	48	45	10	436	478	371	...	...	...	...	19	497
Commercial schools	(a)1	9	9	8	...	...	...	...	...	...	...	...	...	...
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	1	6
Other Schools: Madrasahs	6	1,654	1,767	1,269	...	...	...	...	...	...	...	...	39	2,371
Other Schools: Reformatory Schools	2	362	344	338	...	...	...	...	...	...	...	...	...	...
Other Schools: Miscellaneous schools	1	75	58	41	...	...	...	...	7	95	94	56	(e)271	5,095
Total of Special Instruction	163	5,528	5,215	4,257	10	436	478	371	7	95	94	56	(e)353	8,991
TOTAL OF INSTITUTIONS OF PUBLIC INSTRUCTION	399	29,861	28,634	22,780	219	15,087	14,814	11,730	392	8,169	7,558	5,699	45,780	1,413,468

PRIVATE INSTITUTIONS ...
1. ADVANCED, teaching—
   (a) Arabic or Persian ...
   (b) Sanskrit ...
   (c) Any other Oriental Classic ...
2. ELEMENTARY, teaching a Vernacular only or mainly ...
3. ELEMENTARY, teaching the Koran ...
4. OTHER SCHOOLS not conforming to Departmental Standards ...

(a) Attached to Presi
(b) Including eight read
(c) Including two read
(d) Including 12 reading
(e) Includes two girls
(f) Besides the two girls
* Including 84 girls in

ERAL TABLE III.

Provinces of Bengal for the official year 1904-1905.

PRIVATE MANAGEMENT.						Grand total of institutions.	Grand total of scholars on the 31st March.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING—									Number of girls in Boys' Schools.	Number of boys in Girls' Schools.
ment or by District Boards.		Unaided.						English.			A classical language.			A vernacular language.				
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
16	17	18	19	20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	2 5	26*a*	26*b*	26	27	28
1,497	1,242	27	4,679	4,381	3,478	46	8,078	(*b*) 8,010	(*c*) 68	8,078	(*d*) 6,115	10	6,125	...	12	12	(*f*) 2	...
...	...	8	1,361	1,285	804	16	1,662	1,662	...	1,662	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	503	494	9	503	...	...	...	...	...	...	9	...
...	...	...	...	...	...	1	339	339	...	339	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	24	24	...	24	...	...	...	...	...	...	...	...
1,497	1,242	35	6,040	5,666	4,282	65	10,606	10,529	77	10,606	6,115	10	6,125	...	12	12	11	...
44,163	34,274	276	63,583	63,130	48,879	576	124,232	115,358	2	115,360	59,693	...	59,693	75,076	13	75,089	13	...
53,004	42,565	248	17,761	17,543	13,770	1,046	75,991	37,750	122	37,872	730	40	770	73,617	183	73,800	202	...
33,768	27,349	66	4,174	4,129	3,332	852	47,581	9,538	...	9,538	29	...	29	47,308	221	47,529	221	...
1,562	1,324	...	...	...	...	16	1,959	212	1,456	1,668	61	679	740	28	769	797	...	215
3,369	2,904	2	65	54	46	38	3,710	532	2,349	2,881	164	828	992	168	1,189	1,357	...	652
1,071	839	2	65	67	49	19	1,226	...	97	97	...	...	...	115	1,111	1,226	...	115
136,937	109,255	594	85,651	84,923	66,076	2,547	254,699	163,390	4,026	167,416	60,677	1,547	62,224	196,312	3,486	199,798	536	982
202,715	160,920	101	4,271	3,862	3,200	4,948	219,518	341	154	495	2,074	48	2,122	213,641	5,343	218,984	5,497	...
919,914	743,866	8,017	163,563	145,746	122,811	43,235	1,137,643	10	5	15	39,062	2,237	41,299	1,082,866	51,035	1,133,901	51,712	...
1,122,629	904,786	8,118	167,834	149,608	126,011	48,183	1,357,161	351	159	510	41,136	2,285	43,421	1,296,507	56,378	1,352,885	57,209	...
11,014	7,998	6	321	271	215	252	11,829	306	744	1,050	2	31	33	287	10,600	10,887	...	584
72,682	55,631	671	10,683	10,041	7,969	4,634	87,769	9	41	59	55	4,069	4,124	2,406	85,209	87,615	...	2,425
83,696	63,629	677	11,004	10,312	8,184	4,886	99,598	315	785	1,100	57	4,100	4,157	2,693	95,809	98,502	...	3,009
1,206,325	968,415	8,795	178,838	159,920	134,195	53,069	1,456,759	666	944	1,610	41,193	6,385	47,578	1,299,200	152,187	1,451,387	57,209	3,009
220	190	1	17	14	14	150	2,197	99	4	103	604	...	604	2,152	45	2,197	45	...
752	652	3	43	40	39	20	840	15	354	369	...	...	...	36	772	808	...	36
...	...	3	202	174	132	4	447	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	6	891	912	603	10	1,633	305	1	306	...	...	...	599	11	610	31	...
31	25	...	...	...	...	4	435	199	...	199	...	...	...	236	...	236	...	...
493	376	6	228	204	141	36	1,212	171	...	171	...	...	...	834	12	846	22	...
...	...	3	134	125	111	4	143	..	...	...	...	...	...	...	...	...	...	...
4	3	...	...	...	...	1	6	...	...	...	...	...	...	6	...	6	...	...
2,096	1,706	62	3,490	3,451	2,688	107	7,515	2,589	...	1,589	7,082	17	7,099	1,669	24	1,693	35	...
...	...	...	...	...	...	2	362	6	...	6	...	...	...	356	...	356	...	...
4,786	3,873	361	5,250	5,027	4,153	640	10,515*	199	34	233	9,225	19	9,244	1,177	100	1,277	49	...
8,382	6,825	445	10,255	9,947	7,881	978	25,305	2,583	393	2,976	16,911	36	16,947	7,065	964	8,029	173	36
1,353,141	1,085,737	9,869	280,784	260,456	212,434	56,659	1,747,369	177,168	5,440	182,608	124,896	7,978	132,874	1,502,577	156,649	1,659,226	57,929	4,027
...	...	...	...	...	...	1,173	18,832	2	...	2	17,461	367	17,828	1,027	26	1,053	391	...
...	...	...	...	...	...	948	8,268	...	...	...	8,268	...	8,268	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For boys	...	...	...	...	...	3,019	29,105	9	...	9	1,677	100	1,777	28,135	520	28,655	563	...
,, girls	...	...	...	...	...	12	243	...	...	...	...	37	37	29	210	239	...	29
For boys	...	...	...	...	...	3,176	52,091	...	...	...	46,750	5,282	52,032	910	80	990	5,282	...
,, girls	...	...	...	...	...	214	1,917	...	...	...	258	1,659	1,917	2	15	17	...	258
For boys	...	...	...	...	...	331	6,114	1,297	...	...	622	6	628	5,307	283	5,590	289	...
,, girls	...	...	...	...	...	22	1,313	...	...	1,297	...	488	488	1	1,012	1,013	...	1
					Total	...	...	8,895	117,883	1,308	...	1,308	75,036	7,939	82,975	35,411	2,146	37,557	6,525	288
					GRAND TOTAL FOR 1904-1905	...		65,554	1,865,252	178,476	5,440	183,916	199,932	15,917	215,849	1,537,988	158,795	1,696,783	64,454	4,315

dency College and doing work equivalent to a standard equal to intermediate or First Arts examination.
ing French.
ing French.
Pali.
schools with 51 girls in Calcutta.
who attended the D veton College for boys the three girls' Colleges, viz., Bethune, La Martinere for girls and Loreto House returned 66 girls.
three Girls' schools.

EDUCATION—GENERAL TABLE IIIA.

Showing the number of Scholars on the 31st March 1905, classified according to sex, race, or creed for the Lower Provinces of Bengal for 1904-1905.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
COLLEGIATE EDUCATION.										
Arts Colleges.										
English	Male	38	62	2,291	5,097	492	22	2	6	8,010
	Female	39	9	1	19	...	...	...	...	68
Colleges for Professional Training.										
Law	Male	7	7	507	1,045	92	3	1	...	1,662
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	76	2	154	243	16	2	...	1	494
	Female	8	1	...	...	...	...	...	...	9
Engineering	Male	46	8	120	157	8	...	...	...	339
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	1	5	18	...	...	...	...	24
	Female	...	...	...	...	...	...	...	...	...
	Total	214	90	3,078	6,579	608	27	3	7	10,606
SCHOOL EDUCATION—GENERAL.										
Secondary Schools.										
For Boys—High Schools	Male	1,544	1,493	34,614	72,105	17,995	238	17	213	1,24,219
	Female	...	...	7	6	...	...	...	...	13
Middle Schools—English	Male	1,367	1,081	14,401	45,057	13,236	120	2	425	75,689
	Female	114	18	39	129	1	...	1	...	302
Vernacular	Male	...	251	7,762	28,752	9,795	351	...	449	47,360
	Female	...	...	56	136	24	5	...	...	221
For Girls—High Schools	Male	165	18	12	6	...	...	2	12	215
	Female	845	193	157	506	10	1	7	25	1,744
Middle Schools—English	Male	392	25	48	103	1	1	1	81	652
	Female	1,712	448	184	573	2	3	14	122	3,058
Vernacular	Male	...	31	15	62	2	...	...	5	115
	Female	1	420	177	500	12	...	...	1	1,111
	Total	6,140	3,978	57,472	147,935	37,078	719	44	1,333	254,699
Primary Schools.										
For Boys	Male	274	7,699	101,427	774,908	379,648	3,721	11	32,274	1,299,952
	Female	169	1,468	7,907	35,498	11,262	158	1	756	57,209
For Girls	Male	285	329	342	1,655	356	14	...	28	3,009
	Female	642	3,765	15,806	60,065	15,315	386	1	619	96,589
	Total	1,370	13,241	125,482	872,126	406,571	4,279	13	33,677	1,456,759
SCHOOL EDUCATION—SPECIAL.										
Training Schools	Male	...	162	417	1,164	368	8	...	69	2,188
	Female	17	769	18	45	...	...	...	...	849
Schools of Art	Male	2	3	152	283	6	...	1	...	447
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	27	18	422	911	219	3	2	...	1,602
	Female	3	20	...	7	...	...	...	1	31
Engineering and Surveying Schools.	Male	1	...	104	271	58	...	...	1	435
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	178	122	659	199	7	...	25	1,190
	Female	...	9	...	...	10	...	...	3	22
Commercial Schools	Male	...	...	46	74	23	...	...	...	143
	Female	...	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	6	...	...	...	...	6
	Female	...	...	...	...	...	...	...	...	...
Other Schools—Madrasahs	Male	...	...	4	94	7,382	...	...	...	7,480
	Female	...	...	1	11	23	...	...	...	35
Reformatory Schools.	Male	6	3	14	205	129	...	...	5	362
	Female	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male	1	94	8,157	1,717	403	4	...	15	10,391
	Female	...	29	11	49	35	...	...	...	124
	Total	57	1,285	9,468	5,496	8,855	22	3	119	25,305
Total of Scholars in Public Institutions		7,781	18,594	195,500	1,032,136	453,112	5,047	63	35,136	1,747,369
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian	Male	...	...	26	2,189	16,226	...	...	...	18,441
	Female	...	...	...	4	387	...	...	...	391
(*b*) Sanskrit	Male	...	...	7,662	606	...	...	...	...	8,268
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or mainly—										
For Boys	Male	...	54	2,480	20,848	4,854	9	...	297	28,542
	Female	...	21	59	331	147	3	...	2	563
For Girls	Male	...	16	2	11	...	...	...	...	29
	Female	...	48	23	95	48	...	...	...	214

GENERAL TABLE IIIA.—*concluded.*

Number of Scholars on the 31st March 1905, classified according to sex, race, or creed, etc.—concluded.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
PRIVATE INSTITUTIONS—*contd.*									
3. Elementary Teaching—The Koran only—									
For Boys ... ... { Male	...	...	1	8	46,800	...	...	...	46,809
{ Female	...	...	...	...	5,282	...	...	...	5,282
For Girls ... ... { Male	...	...	...	...	258	...	...	...	258
{ Female	...	...	...	...	1,659	...	...	...	1,659
4. Other schools not conforming to Departmental Standards—									
For Boys ... ... { Male	...	886	584	2,792	1,010	513	...	40	5,825
{ Female	...	255	...	16	17	1	...	...	289
For Girls ... ... { Male	...	...	...	1	...	...	...	...	1
{ Female	...	158	351	708	95	...	...	...	1,312
Total Scholars in Private Institutions ...	...	1,438	11,188	27,609	76,783	526	...	339	117,883
GRAND TOTAL ...	7,781	20,032	206,638	1,059,745	529,895	5,573	63	35,475	1,865,252

Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC
	UNDER PUBLIC MANAGEMENT.
	Managed by Government.
	Provincial revenues.
	District funds.
	Municipal funds.
	Fees, including fees paid from Mohsin Fund.
	Subscriptions.
	Endowments and other sources.
	Total.
	Managed by District or Municipal Boards.
	Provincial revenues.
	District funds.
	Municipal funds.
	Fees, including fees paid from Mohsin Fund.
	Subscriptions.
	Endowments and other sources.
	Total.
	Maintained by Native
	Native State revenues.
	Local Funds in Native States.
	Municipal Funds raised in Native States.
	Fees
	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
DIRECT EXPENDITURE.																			
COLLEGIATE EDUCATION.																			
Arts Colleges.																			
English	2,78,365	...	...	1,68,988	...	13,076	4,60,429	850	...	...	2,881	...	1,849	5,580	...	...	...	...	...
Colleges for Professional Training.																			
Law	...	...	...	10,431	...	...	10,431	...	...	...	1,425	...	...	1,425	...	...	...	...	...
Medicine	1,90,993	...	...	36,746	...	...	2,27,739	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,13,665	...	...	25,427	...	...	1,39,092	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	8,959	...	...	728	...	...	9,687	...	...	...	...	...	...	...	...	...	...	...	...
Total for professional colleges	3,13,617	...	...	73,332	...	...	3,86,949	...	...	...	1,425	...	...	1,425	...	...	...	...	...
Total for colleges	5,91,982	...	...	2,42,320	...	13,076	8,47,378	850	...	...	4,306	...	1,849	7,005	...	...	...	...	...
Secondary Scools.																			
For Boys—																			
High Schools ... English	1,87,885	...	...	3,03,933	3,154	4,059	4,99,031	2,724	5,533	950	43,532	618	6,113	59,470	7,309	...	...	621	...
Middle ,, ... Vernacular	21,732	...	...	11,614	...	...	33,346	...	11,681	715	17,246	4,500	10	34,152	15,955	...	...	55	...
	7,818	...	300	2,068	228	40	10,454	...	38,165	428	26,463	4,707	142	69,905	1,103	...	...	18	90
Total for Secondary Schools for Boys	2,17,435	...	300	3,17,615	3,382	4,099	5,42,831	2,724	55,379	2,093	87,241	9,825	6,265	1,63,527	24,367	...	..	694	90
For Girls—																			
High Schools ... English	22,726	...	...	3,968	200	214	27,108	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Vernacular	10,960	...	...	2,941	...	...	13,901	...	...	...	...	...	...	...	...	...	...	...	...
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls	33,686	...	...	6,909	200	214	41,009	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools for Boys and Girls	2,51,121	...	300	3,24,524	3,582	4,313	5,83,840	2,724	55,379	2,093	87,241	9,825	6,265	1,63,527	24,367	...	...	694	90
Primary Schools.																			
For Boys—																			
Upper Primary	17,232	219	123	2,412	15	48	20,049	75	793	485	385	...	...	1,738	391	...	...	60	12
Lower ,,	180	12	...	...	...	...	192	...	638	489	417	...	...	1,544	5,257	...	...	12,978	34
Total for Primary Schools for Boys	17,412	231	123	2,412	15	48	20,241	75	1,431	974	802	...	...	3,282	5,678	...	...	13,038	46
For Girls—																			
Upper Primary	...	...	...	...	...	...	...	...	497	60	51	115	...	723	...	...	...	...	...
Lower ,,	9	...	...	...	...	...	9	...	...	...	...	...	...	...	432	...	...	139	...
Total for Primary Schools for Girls	9	...	...	...	...	...	9	...	497	60	51	115	...	723	432	...	...	139	...
Total Primary Schools for Boys and Girls	17,421	231	123	2,412	15	48	20,250	75	1,928	1,034	853	115	...	4,005	6,110	...	...	13,177	46
SCHOOLS FOR SPECIAL INSTRUCTIONS.																			
Training Schools for—																			
(*a*) Masters	1,30,111	803	45	6,620	48	181	1,37,808	...	...	...	...	...	...	...	...	...	...	...	...
(*b*) Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	38,052	...	...	5,939	...	...	43,991	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	81,878	...	...	23,212	160	981	1,06,231	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	45,640	...	...	7,312	...	2,706	55,658	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	3,044	...	...	...	...	518	3,562	3,100	12,980	327	7,650	1,037	6,033	31,127	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools—																			
Reformatory Schools	49,160	...	...	...	...	...	49,160	...	...	...	...	...	...	...	...	...	...	...	...
Madrassas	25,428	...	...	22,230	...	14,257	65,915	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools	...	...	...	...	...	396	396	...	...	...	...	...	...	...	1,149	...	...	...	5
Total	3,77,313	803	45	65,313	208	19,039	4,62,721	3,100	12,980	327	7,650	1,037	6,033	31,127	1,149	...	...	...	5
Total of Direct Expenditure	12,37,837	1,034	468	6,34,569	3,805	36,476	19,14,189	6,749	70,287	3,454	1,00,050	10,977	14,147	2,05,664	31,626	...	...	13,871	141

ERAL TABLE IV.

of Bengal for the official year 1904-1905.

INSTITUTIONS.													TOTAL EXPENDITURE FROM—							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		GRAND TOTAL.
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	32,250	...	...	78,306	32,055	79,592	2,22,203	1,68,867	9,527	1,43,708	3,22,102	3,11,465	...	...	4,19,042	2,79,807	...	...	10,10,314
...	...	...	...	...	...	...	...	...	29,461	...	1,993	31,454	...	...	...	41,317	1,993	...	...	43,310
...	...	...	...	...	...	...	...	...	...	...	...	...	1,90,993	...	...	36,746	...	...	...	2,27,739
...	...	...	...	...	...	...	...	...	...	...	...	...	1,13,665	...	...	25,427	...	...	...	1,39,092
...	...	...	...	...	...	...	...	...	...	...	...	...	8,959	...	...	728	...	...	...	9,687
...	...	...	...	...	...	...	...	...	29,461	...	1,993	31,454	3,13,617	...	...	1,04,218	1,993	...	...	4,19,828
...	...	32,250	...	...	78,306	32,055	79,592	2,22,203	1,98,328	9,527	1,45,701	3,53,556	6,25,082	...	...	5,23,260	2,81,800	...	...	14,30,142
...	7,930	1,34,673	3,629	6,629	5,99,202	1,01,936	35,785	8,81,904	8,41,455	1,01,213	1,41,242	10,83,910	3,05,282	9,162	7,579	17,88,743	3,94,170	7,309	20,000	25,32,245
...	16,010	52,490	1,22,550	6,159	2,92,302	1,38,674	18,833	6,31,008	68,970	62,482	15,157	1,46,609	74,222	1,34,231	6,874	3,90,187	2,38,656	16,955	...	8,61,125
6	1,217	38,334	46,362	2,612	1,26,879	49,812	5,090	2,69,089	12,438	13,639	3,601	29,678	46,152	84,527	3,340	1,67,866	77,158	1,300	...	3,80,343
6	25,157	2,25,497	1,72,541	15,400	10,18,383	2,90,472	59,708	17,82,001	9,22,863	1,77,334	1,60,000	12,60,197	4,25,656	2,27,920	17,793	23,46,796	7,09,984	25,564	20,000	37,73,713
...	...	39,046	...	896	40,424	13,007	18,950	1,12,323	...	...	...	...	61,772	...	896	44,392	32,371	...	...	1,39,431
...	...	45,207	...	1,420	44,069	25,619	10,802	1,27,117	1,602	4,924	...	6,526	56,167	...	1,420	48,612	41,345	...	...	1,47,544
...	...	5,342	458	891	1,020	4,615	3,301	15,627	...	1,268	...	1,268	5,342	458	891	1,020	9,009	175	...	16,895
...	...	89,595	458	3,207	85,513	43,241	33,053	2,55,067	1,602	6,192	...	7,794	1,23,281	458	3,207	94,024	82,725	175	...	3,03,870
6	25,157	3,15,092	1,72,999	18,607	11,03,896	3,33,713	92,761	20,37,068	9,24,465	1,83,526	1,60,000	12,67,991	5,48,937	2,28,378	21,000	24,40,820	7,92,709	25,739	20,000	40,77,583
...	463	53,397	2,32,271	18,182	3,48,118	61,677	27,365	7,41,010	5,968	4,820	2,840	13,628	70,704	2,33,283	18,790	3,56,943	90,183	6,985	...	7,76,888
332	18,631	1,09,536	6,74,881	48,333	13,16,894	1,16,691	1,52,825	24,19,160	2,13,691	24,822	24,672	2,63,185	1,09,716	6,75,531	48,822	15,43,980	3,12,946	11,717	...	27,02,712
332	19,094	1,62,933	9,07,152	66,515	16,65,012	1,78,368	1,80,190	31,60,170	2,19,659	29,642	27,512	2,76,813	1,80,420	9,08,814	67,612	19,00,923	4,03,129	18,702	...	34,79,600
...	...	40,908	5,559	4,377	14,625	47,481	15,224	1,28,174	408	949	1,528	2,885	40,908	6,056	4,437	15,084	64,603	694	...	1,31,782
2	573	42,357	83,142	7,022	8,851	51,047	17,108	2,09,527	999	4,373	4,484	9,856	42,366	83,142	7,022	9,989	75,528	1,918	...	2,19,965
2	573	83,265	88,701	11,399	23,476	98,528	32,332	3,37,701	1,407	5,322	6,012	12,741	83,274	89,198	11,459	25,073	1,40,131	2,612	...	3,51,747
334	19,667	2,46,198	9,95,853	77,914	16,88,488	2,76,896	2,12,522	34,97,871	2,21,066	34,964	33,524	2,89,554	2,63,694	9,98,012	79,071	19,25,996	5,43,260	21,314	...	38,31,347
...	...	3,947	...	...	...	7,531	...	11,478	...	1,668	...	1,668	1,34,058	803	45	6,620	9,428	...	...	1,50,954
...	...	26,805	57	...	3,255	17,663	19,274	67,054	...	480	146	626	26,805	57	...	3,255	37,563	...	...	67,680
...	...	...	...	...	...	...	...	...	4,854	48	7,616	12,518	38,052	...	...	10,793	7,664	...	...	56,509
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	25,341	81,878	...	...	48,553	1,141	...	...	1,31,572
...	...	...	...	...	...	...	...	...	25,341	...	...	...	46,046	...	...	7,326	2,706	...	...	56,078
...	...	406	...	...	14	...	...	420	...	...	...	1,220	8,489	15,282	952	7,778	27,669	...	...	60,170
...	...	2,345	2,302	625	78	12,829	6,082	24,261	50	397	273	5,481	...	...	...	5,056	425	...	...	5,481
...	...	...	...	...	...	...	...	...	5,056	425	...	...	...	...	360	...	...	...	...	360
...	...	...	360	...	...	...	...	360	...	...	...	...	...	360	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	49,160	...	...	...	...	...	...	49,160
...	...	473	3,551	301	6,369	2,496	255	13,445	10,047	10,204	6,727	26,978	29,901	3,551	301	38,646	33,939	...	...	1,06,338
...	1,154	24,127	6,359	3,795	1,404	24,665	21,431	81,781	773	10,109	18,545	23,427	24,127	6,359	3,795	2,177	72,222	4,078	...	1,12,758
...	1,154	58,103	12,629	4,721	11,120	65,184	47,042	1,98,799	46,121	23,831	33,307	1,03,259	4,38,516	26,412	5,093	1,30,204	1,92,757	4,078	...	7,97,060
340	45,978	6,51,643	11,81,481	1,01,242	28,81,810	7,07,548	4,31,917	59,55,941	13,89,980	2,51,848	3,72,532	20,14,360	18,76,229	12,52,802	1,05,164	50,20,280	18,10,526	51,131	20,000	1,01,36,132

Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC																			
	UNDER PUBLIC MANAGEMENT.																			
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native					
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native State revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Buildings	4,78,761	532	521	...	18,705	124	4,78,583	1,189	2,893	1,757	111	1,852	579	8,272	5,566	...	...	...	...	
Furniture and Apparatus (Special Grants only)	52,210	98	...	...	...	164	52,472	253	774	340	...	50	61	1,478	339	...	...	...	...	
Total ...	5,10,911	630	521	...	18,705	288	5,31,055	1,433	3,667	2,097	111	1,902	640	9,850	5,905	...	...	...	...	
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships or Stipends held in: Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Primary ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Medical ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Other Special Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total Charges for Scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Miscellaneous—																				
Hostel (Boarding charges)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Charges for abolished Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Stipends, Prizes and Rewards to unrecognised Tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Stipends, Prizes and Rewards to Maktabs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Payments to other private Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Contingencies and Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Indirect Expenditure ...	5,10,911	630	521	...	18,705	288	5,31,055	1,433	3,667	2,097	111	1,902	640	9,850	5,905	...	...	...	...	
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1904-1905	17,48,748	1,664	989	6,34,569	22,510	36,764	24,45,244	8,182	73,954	5,551	1,00,161	12,879	14,787	2,15,514	37,531	...	...	13,871	141	

ERAL TABLE IV—*concluded.*

of Bengal for the official year 1904-1905—concluded.

INSTITUTIONS.													TOTAL EXPENDITURE FROM							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		GRAND TOTAL.
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States revenues.	Imperial contributions.	
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39*a*	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
30	5,596	60,732	4,118	2,368	50,365	45,479	82,245	2,45,307	5,669	1,36,643	72,791	2,15,103	(*a*)5,97,296	7,543	4,646	56,145	(*b*) 2,81,331	6,000	...	9,52,961
...	339	11,654	7,785	1,480	16,245	12,396	18,201	67,761	7,051	544	8,770	16,365	(*c*)64,417	8,657	1,820	28,296	(*d*) 39,555	670	...	1,38,415
30	5,935	72,386	11,903	3,848	66,610	57,875	1,00,446	3,13,068	12,720	1,37,187	81,561	2,31,468	(*e*)6,61,713	16,200	6,466	79,441	3,20,886	6,670	...	10,91,376
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,17,809	...	...	...	(*i*)2,17,809
...	...	...	...	...	...	...	...	...	...	...	...	...	89,261	...	...	...	...	...	...	89,261
...	...	...	...	...	...	..	...	...	...	...	...	...	3,53,760	3,76,632	4,989	...	256	6,642	...	7,42,279
...	...	...	...	...	...	...	...	...	...	...	...	...	69,383	...	...	...	22,443	...	...	(*j*)91,826
...	...	...	...	...	...	...	...	...	...	...	...	...	2,831	...	...	...	4,128	...	...	(*k*)6,959
...	...	...	...	...	...	...	...	...	...	...	...	...	17,509	2,152	509	...	...	...	...	(*l*)20,170
...	...	...	...	...	...	...	...	...	...	...	...	...	59,769	17,284	265	...	3,015	2,162	...	82,495
...	...	...	...	...	...	...	...	...	...	...	...	...	2,540	16,189	...	...	142	743	...	19,614
...	...	...	...	...	...	...	...	...	...	...	...	...	9,694	355	5	...	1,222	488	...	11,764
...	...	...	...	...	...	...	...	...	...	...	...	...	2,781	4,361	118	...	209	...	...	7,459
...	...	...	...	...	...	...	...	...	...	...	...	...	3,767	455	...	...	4,183	411	...	8,816
...	...	...	...	...	...	...	...	...	...	...	...	...	1,68,274	40,786	897	...	35,342	3,804	...	2,49,103
...	...	...	...	...	...	...	...	...	...	...	...	...	85,096	1,220	600	6,80,312	2,84,364	200	...	10,51,792
...	...	...	...	...	...	...	...	...	...	...	...	...	4,182	23,976	1,136	...	50	108	...	29,452
...	...	...	...	...	...	...	...	...	...	...	...	...	4,038	2,830	12	7,343	18	58	...	14,299
...	...	...	...	...	...	...	...	...	...	...	...	...	...	156	370	...	...	...	...	526
...	...	...	...	...	...	...	...	...	...	...	...	...	175	619	570	120	...	...	...	1,484
...	...	...	...	...	...	...	...	...	...	...	...	...	7,779	...	984	...	828	78	...	9,669
...	...	...	...	...	...	...	...	...	...	...	...	...	31,984	45,036	1,703	32,913	41,035	3,707	...	1,56,378
...	...	...	...	...	...	...	...	...	...	...	...	...	1,33,254	73,337	5,375	7,20,688	3,26,295	4,151	...	12,63,600
30	5,935	72,386	11,903	3,848	66,610	57,875	1,00,446	3,13,068	12,720	1,37,187	81,561	2,31,468	(*f*) 14,06,262	5,07,455	17,727	10,17,938	6,82,779	21,267	...	36,53,428
370	51,913	7,24,929	11,93,384	1,05,090	29,48,420	7,65,723	5,32,363	62,69,009	14,02,700	3,82,035	4,54,093	22,45,828	(*g*) 32,82,491	17,60,257	1,22,891	60,38,218	(*h*) 24,93,305	72,398	20,000	1,37,89,560

(*a*) Inclusive of Rs. 76,683 paid to unaided schools shown in column 32.
(*b*) Exclusive of the same amount.
(*c*) Inclusive of Rs. 300 paid to unaided schools shown in column 32.
(*d*) Exclusive of the same amount.
(*e*) Inclusive of Rs. 6,983.
(*f*) Inclusive of Rs. 76,983.
(*g*) Inclusive of Rs. 76,983 paid to unaided schools for buildings and furniture shown in column 32.
(*h*) Exclusive of Rs. 97,253, of which Rs. 76,983 has been included in "Provincial Revenues" in column 34, and the remaining sum of Rs. 20,270 in "Native States Revenues" in column 39.
(*i*) University saved Rs. 9,431.
(*j*) Excludes Rs. 9,947, Assam Government Scholarship.
(*k*) Excludes Rs. 180, Assam Government and Rs. 319, Central Provinces Government Scholarship.
(*l*) Excludes Rs. 2,633, Assam Government Scholarship.

EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary

CLAS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR BOYS. *(English and Vernacular.)*								
Government ... ... English	56	13,981	8,141	...	8,141	2,645	...	2,645
Government ... ... Vernacular	13	1,256	...	...	...	206	...	206
District Fund ... ... English	38	3,958	889	...	889	841	...	841
District Fund ... ... Vernacular	141	8,156	...	...	...	1,322	...	1,322
Municipal ... ... English	7	1,562	453	...	453	286	...	286
Municipal ... ... Vernacular	1	60	...	...	...	13	...	13
Native States ... ... English	21	1,773	106	...	106	298	...	298
Native States ... ... Vernacular	4	186	...	...	...	18	...	18
Aided ... ... English	976	97,605	18,869	...	18,869	21,559	28	21,587
Aided ... ... Vernacular	621	33,749	...	...	...	5,081	...	5,081
Unaided ... ... English	524	81,344	24,436	...	24,436	19,187	...	19,187
Unaided ... ... Vernacular	66	4,174	...	...	...	627	...	627
Total ...	2,474	247,804	52,894	...	52,894	52,083	28	52,111
SECONDARY SCHOOLS FOR GIRLS. *(English and Vernacular.)*								
Government ... ... English	3	394	...	73	73	...	71	71
Aided ... ... English	49	5,207	2	163	165	29	790	819
Aided ... ... Vernacular	17	1,161	...	...	...	9	54	63
Unaided ... ... English	2	68	...	...	...	...	8	8
Unaided ... ... Vernacular	2	65	...	...	...	...	25	25
Total ...	73	6,895	2	236	238	38	948	986
Total Secondary Schools for boys and girls ...	2,547	254,699	52,896	236	53,132	52,121	976	53,097
Primary Schools for Boys.								
Government	136	5,680	...	...	...	23	...	23
District Fund	10	341	...	...	...	...	...	...
Municipal	9	405	...	...	...	...	...	...
Native States	349	5,337	...	...	...	...	...	...
Aided	39,561	1,177,064	...	...	...	241	...	241
Unaided	8,118	167,834	...	...	...	19	...	19
Total ...	48,183	1,357,161	...	...	...	283	...	283
Primary Schools for Girls.								
Government	1	22	...	...	...	...	...	...
District Fund	1	92	...	...	...	...	1	1
Municipal	...	...	...	...	...	...	...	...
Native States	11	278	...	...	...	...	...	...
Aided	4 196	88,202	...	...	...	...	26	26
Unaided	677	11,004	...	...	...	...	...	...
Total ...	4,886	99,598	...	...	...	...	27	27
Total Primary Schools for boys and girls ...	53,069	1,456,759	...	...	...	283	27	310
GRAND TOTAL FOR 1904-1905 FOR SECONDARY AND PRIMARY SCHOOLS.	55,616	1,711,458	52,896	236	53,132	52,404	1,003	53,407

General Table V.

Education in the Lower Provinces of Bengal at the end of the official year 1904-1905.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
2,121	...	2,121	1,059	...	1,059	15	...	15	13,981	...	13,981
286	...	286	491	...	491	273	...	273	1,256	...	1,256
968	...	968	1,031	3	1,034	226	...	226	3,955	3	3,958
1,958	4	1,962	3,501	16	3,517	1,346	9	1,355	8,127	29	8,156
386	...	386	415	...	415	22	...	22	1,562	...	1,562
20	...	20	19	...	19	8	...	8	60	...	60
437	2	439	694	4	698	223	9	232	1,758	15	1,773
48	...	48	98	...	98	22	...	22	186	...	186
26,591	35	26,626	25,526	141	25,667	4,812	44	4,856	97,357	248	97,605
8,396	1	8,397	15,277	89	15,366	4,820	85	4,905	33,574	175	33,749
17,982	5	17,987	17,313	27	17,340	2,377	17	2,394	81,295	49	81,344
1,055	...	1,055	1,887	10	1,897	588	7	595	4,157	17	4,174
60,248	47	60,295	67,311	290	67,601	14,732	171	14,903	247,268	536	247,804
...	87	87	...	142	142	...	21	21	...	394	394
102	942	1,044	668	2,191	2,859	53	267	320	854	4,353	5,207
20	133	153	62	699	761	24	160	184	115	1,046	1,161
...	12	12	13	31	44	...	4	4	13	55	68
...	3	3	...	31	31	...	6	6	...	65	65
122	1,177	1,299	743	3,094	3,837	77	458	535	982	5,913	6,895
60,370	1,224	61,594	68,054	3,384	71,438	14,809	629	15,438	248,250	6,449	254,699
996	...	996	3,136	27	3,163	1,488	10	1,498	5,643	37	5,680
35	...	35	172	...	172	133	1	134	340	1	341
13	...	13	243	...	243	148	1	149	404	1	405
16	...	16	3,088	89	3,177	2,515	129	2,644	5,619	218	5,837
40,967	183	40,950	681,722	18,650	700,372	405,343	30,858	436,201	1,127,373	49,691	1,177,064
1,005	...	1,005	81,015	1,927	82,942	78,534	5,334	83,868	160,573	7,261	167,834
42,132	183	42,315	769,376	20,693	790,069	488,161	36,333	524,494	1,299,952	57,209	1,357,161
...	...	...	...	16	16	...	6	6	...	22	22
...	3	3	...	60	60	...	28	28	...	92	92
...	...	...	...	...	...	...	...	...	...	.....	.....
...	...	...	...	65	65	8	205	213	8	270	278
51	959	1,010	1,593	42,908	44,501	1,038	41,627	42,665	2,682	85,520	88,202
1	99	100	107	4,087	4,194	211	6,499	6,710	319	10,685	11,004
52	1,061	1,113	1,700	47,136	48,836	1,257	48,365	49,622	3,009	96,589	99,598
42,184	1,244	43,428	771,076	67,829	838,905	489,418	84,698	574,116	1,302,961	153,798	1,456,759
102,554	2,468	105,022	839,130	71,213	910,343	504,227	85,327	589,554	1,551,211	160,247	1,711,458

Education—General Table VI.

Return showing the Results of the Prescribed Examinations in the Lower Provinces of Bengal for the Official Year 1904-1905.

Nature of Examination.	Number of institutions sending Examinees.				Number of Examinees.					Number passed.					Race or creed of passed scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus. Brahmans.	Hindus. Non-Brahmans.	Muhammadans.	Buddhists.	Parsis.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
I.—Arts Colleges—																						
1. Master of Arts	8	2	2	12	79	39	8	66	192	25	10	4	14	53	...	1	23	24	5	...	...	...
2. Bachelor of Arts	8	4	12	24	498	368	976	161	2,003	167	103	160	33	463	1	9	139	283	30	...	...	1
3. Bachelor of Science	1	...	...	1	15	...	...	...	15	3	...	...	...	3	...	...	...	3	...	...	...	...
4. First Examination in Arts	11	6	25	42	576	409	2,157	96	3,238	277	155	571	10	1,013	3	12	329	620	46	1	...	2
II.—Colleges for Professional Training.																						
(a)—*Law*—																						
1. Honours in Law	...	...	...	...	...	...	...	...	5	...	...	...	...	1	...	...	...	1	...	...	...	...
2. Bachelor of Law	7	...	8	15	127	...	523	3	653	48	...	218	2	268	...	1	98	151	18	...	...	...
(b)—*Medicine*—																						
1. Preliminary Scientific L.M.S.	1	...	...	1	38	...	...	...	38	11	...	...	...	11	1	1	2	6	1	...	...	...
2. First L.M.S.	1	...	...	1	101	...	...	...	101	53	...	...	...	53	2	...	19	29	3	...	...	...
3. Combined Preliminary Scientific and First L.M.S.	1	...	...	1	7	...	...	...	7	2	...	...	...	(a) 2	...	...	1	1	...	...	...	...
4. Second L.M.S. and Re-examination	1	...	...	1	138	...	...	...	138	39	...	...	...	39	...	...	11	26	2	...	...	...
5. Preliminary Scientific M.B.	1	...	...	1	41	...	...	...	41	25	...	...	...	(b) 25	...	...	10	13	2	...	...	...
6. First M.B.	1	...	...	1	11	...	...	...	11	5	...	...	...	5	...	...	2	3	...	...	...	...
7. Combined Scientific and First M.B.	1	...	...	1	27	...	...	...	27	25	...	...	...	(c) 25	1	...	6	17	1	...	...	...
8. Second M.B.	1	...	...	1	18	...	...	...	18	3	...	...	...	3	1	...	1	1	...	...	...	...
9. Honours in Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(c)—*Engineering*—																						
1. B. E.	1	...	...	1	27	...	...	...	27	7	...	...	...	7	1	...	3	3	...	...	...	...
2. First Examination in Engineering.	1	...	...	1	24	...	...	...	24	6	...	...	...	6	1	...	2	3	...	...	...	...
(d)—*Agriculture*—																						
1. Higher class examination	1	...	...	1	15	...	...	...	15	10	...	...	...	10	...	...	6	4	...	...	...	...
III.—Schools for General Education.																						
1. Matriculation ... For boys	58	227	246	531	1,197	1,701	2,913	101	5,912	633	763	1,092	19	2,507	6	18	817	1,483	180	2	...	1
,, girls	2	7	...	9	10	21	...	...	31	2	7	...	...	9	...	3	2	4	...	...	...	...
2. B. class examination... ,, boys	9	...	...	9	51	...	...	...	51	24	...	1	...	25	...	...	6	18	1	...	...	...
3. C. Ditto ... ,, boys	3	...	...	3	9	...	...	...	9	5	...	...	...	5	...	...	1	4	...	...	...	...
4. High School Honours examination ... ,, boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
,, girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. High School examination for Europeans ,, boys	...	6	2	8	...	35	24	...	59	...	17	10	...	27	25	...	...	...	...	1	1	...
,, girls	1	12	1	14	3	39	3	...	45	1	23	2	...	26	23	...	...	...	...	...	...	3
6. Middle School examination. ,, boys	264	1,707	524	2,495	2,415	10,549	5,458	...	18,422	1,793	7,733	3,872	...	13,403	74	104	3,367	7,973	1,799	41	1	44
,, girls	2	54	2	58	9	170	8	...	187	6	101	7	...	114	45	45	5	15	...	...	...	4
7. Upper Primary examination. ,, boys	321	5,282	506	6,109	2,544	24,369	5,794	..	33,207	1,010	18,133	4,171	...	23,320	164	291	5,067	13,841	4,731	64	...	162
,, girls	3	175	7	185	11	658	24	...	693	8	416	20	...	444	131	127	36	135	6	...	...	9
8. Lower Primary examination. ,, boys	349	23,772	1,247	25,368	2,701	90,886	7,921	...	101,508	2,137	60,957	5,426	...	68,520	...	867	9,935	38,852	17,819	178	...	869
,, girls	1	822	11	834	2.	2,217	61	...	2,280	2	1,456	43	...	1,501	...	227	275	889	92	4	...	14
IV.—Schools for Special Education.																						
1. Training Schools for Masters. English ...	...	...	...	...	...	...	...	5	5	...	...	...	5	5	...	...	2	3	...	...	...	...
Vernacular	8	1	...	9	557	12	...	113	682	346	7	...	36	389	...	10	108	217	51	2	...	1
2. School of Arts examination ...	1	...	...	1	642	...	...	...	642	442	...	...	...	442	...	...	...	...	...	..	...	...
3. Vernacular Medical examination	4	...	...	4	159	...	...	...	159	111	...	...	...	111	1	6	25	65	14	...	...	2
4. Overseer examination	2	...	...	2	51	...	...	...	51	34	...	...	...	34	12	...	9	11	2	...	...	...
5. Sub-Overseer examination ...	8	1	...	9	189	6	...	...	195	125	...	...	...	125	10	...	39	74	2	...	...	...
6. Amin class final examination	4	...	...	4	113	...	...	...	113	92	...	...	...	92	...	...	20	46	25	1	...	...
7. Survey final examination ...	1	...	...	1	27	...	...	...	27	23	...	...	...	23	...	...	3	16	4	...	...	...
8. Accounts examination ...	...	...	...	...	...	...	...	116	116	...	...	...	11	11	4	...	4	3	...	...	...	...
9. Sanskrit Title examination ...	...	...	...	...	...	...	...	..	316	(d)	...	...	...	80	...	...	74	6	...	...	...	...
10. ,, second examination ...	...	...	...	...	...	...	...	...	1,626		...	...	...	414	...	...	332	82	...	...	...	...
11. ,, first examination ...	...	...	...	...	...	...	...	...	2,564		...	...	...	845	...	...	769	76	...	...	...	...
12. Madrasah Central examination	4	2	5	11	238	13	54	...	305	142	8	27	...	177	...	...	...	...	177	...	...	...

(a) Of these 2, one passed the preliminary Scientific, the other First L.M.S.
(b) Of these 25, twenty-three passed the preliminary Scientific L.M.S.
(c) Of these 25, fifteen passed preliminary Scientific L.M.S., 3 First L.M.S., and 5 preliminary Scientific M.B.
(d) Details for the preceding columns not received.

EDUCATION—GENERAL TABLE VII.

Return showing the Distribution of District Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY—			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
COLLEGIATE EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
DIRECT EXPENDITURE.															
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
For Boys—															
High Schools ... ... English	3	1,370	1,344	1,029	924	5,283	950	30,523	618	6,113	44,411	...	250	3,629	9,162
Middle „ ... ... English	35	2,588	2,590	2,056	...	11,441	...	11,701	3,690	10	26,842	...	240	1,22,550	1,34,231
Middle „ ... ... Vernacular	141	8,156	7,934	6,347	...	38,165	...	26,117	4,707	142	69,131	...	...	46,362	84,527
For Girls—															
High Schools ... ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	458	458
Total Secondary Schools	179	12,114	11,868	9,432	924	54,889	950	68,341	9,015	6,265	1,40,384	...	490	1,72,999	2,28,378
Primary Schools.															
For Boys ... ... Upper Primary	7	207	187	136	...	793	...	172	...	...	965	219	...	2,32,271	2,33,283
For Boys ... ... Lower ditto	3	134	127	105	...	638	...	15	...	...	653	12	...	6,74,881	6,75,531
Total Primary Schools for Boys	10	341	314	241	...	1,431	...	187	...	...	1,618	231	...	9,07,152	9,08,814
For Girls ... ... Upper Primary	1	92	62	45	...	497	60	51	115	...	723	...	...	5,559	6,056
For Girls ... ... Lower ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	83,142	83,142
Total Primary Schools for Girls	1	92	62	45	...	497	60	51	115	...	723	...	...	88,701	89,198
Total Primary Schools for Boys and Girls	11	433	376	286	...	1,928	60	238	115	...	2,341	231	...	9,95,853	9,98,012
SCHOOL EDUCATION, SPECIAL.															
SCHOOLS FOR SPECIAL INSTRUCTION.															
Training Schools—															
(*a*) For Masters	...	...	...	...	...	...	...	...	...	...	...	803	...	...	803
(*b*) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	57	57
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	10	436	478	371	3,100	12,980	327	7,650	1,037	6,033	31,127	...	...	2,302	15,282
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	360	360
Other Schools ... Madrasahs ...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,551	3,551
Other Schools ... Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	6,359	6,359
Total	10	436	478	371	3,100	12,980	327	7,650	1,037	6,033	31,127	803	...	12,629	26,412
INDIRECT EXPENDITURE.															
Buildings	...	...	...	...	1,180	2,893	...	...	1,852	379	6,304	532	...	4,118	7,543
Furniture and apparatus (special grants only)	...	...	...	...	253	774	...	...	50	61	1,138	98	...	7,785	8,657
Total	...	...	...	...	1,433	3,667	...	...	1,902	440	7,442	630	...	11,903	16,200
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,76,632
Scholarships held in—															
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,152
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	17,284
Primary „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,189
Medical „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	355
Technical and Industrial Schools...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,351
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	455
Total Charges for Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	40,786
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	73,837
GRAND TOTAL FOR 1904-1905	200	12,983	12,722	10,089	5,457	73,464	1,337	76,229	12,069	12,738	1,81,294	1,664	490	11,93,384	17,60,257

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1904-1905.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY—			Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.	REMARKS.
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.			
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	52	60	45	850	...	...	2,881	...	1,849	5,580	...	...	...	...	...	
1	25	26	18	...	...	...	1,425	...	...	1,425	...	...	...	...	...	
2	77	86	63	850	...	...	4,306	...	1,849	7,005	...	...	...	...	...	
2	747	724	556	1,800	...	250	13,009	...	...	15,059	...	950	6,629	7,579	16,741	
5	815	820	674	...	715	240	5,545	810	...	7,310	...	...	6,159	6,874	1,41,105	
1	60	56	41	...	428	...	346	...	...	774	300	...	2,612	3,340	87,867	
...	...	...	...	...	...	...	...	...	...	...	...	...	896	896	896	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,420	1,420	1,420	
...	...	...	...	...	...	...	...	...	...	...	...	...	891	891	1,349	
8	1,622	1,600	1,271	1,800	1,143	490	18,900	810	...	23,143	300	950	18,607	21,000	2,49,378	
4	163	166	118	75	485	...	213	...	...	773	123	...	18,182	18,790	2,52,073	
5	242	240	189	...	489	...	402	...	...	891	...	...	48,333	48,822	7,24,353	
9	405	406	307	75	974	...	615	...	...	1,664	123	...	66,515	67,612	9,76,426	
...	...	...	...	...	...	...	...	...	...	...	...	60	4,377	4,437	10,493	
...	...	...	...	...	...	...	...	...	...	...	...	...	7,022	7,022	90,164	
...	...	...	...	...	...	...	...	...	...	...	...	60	11,399	11,459	1,00,657	
9	405	406	307	75	974	...	615	...	...	1,664	123	60	77,914	79,071	10,77,083	
...	...	...	...	...	...	...	...	...	...	...	45	...	...	45	848	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	327	625	952	16,234	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	360	
...	...	...	...	...	...	...	...	...	...	...	...	...	301	301	3,852	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,795	3,795	10,154	
...	...	...	...	...	...	...	...	...	...	...	45	327	4,721	5,093	31,505	
...	...	...	...	...	1,757	...	111	...	200	2,068	521	...	2,368	4,646	12,189	
...	...	...	...	...	340	...	...	...	...	340	...	...	1,480	1,280	10,477	
...	...	...	...	...	2,097	...	111	...	200	2,408	521	...	3,848	6,466	22,666	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,989	3,81,621	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	509	2,261	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	265	17,549	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,189	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	360	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	118	4,469	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	455	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	897	41,683	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,375	79,212	
19	2,104	2 092	1,641	2,725	4,214	490	23,932	810	2,049	34,220	989	1,337	1,05,090	1,22,891	18,83,148	

EDUCATION—GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Lower Provinces of Bengal for the official year 1904-1905.

CLASS OF HOSTELS OR BOARDING-HOUSES.	NUMBER OF—		NUMBER OF BOARDERS WHO ARE STUDENTS OF—					EXPENDITURE FROM—						REMARKS.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	States Native revenues.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
For Males—								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government.	35	1,958	411	22	703	197	625	29,345	...	4,638	92,937	...	1,26,920	
Managed by District or Municipal Boards.	1	32	...	...	...	...	32	...	489	...	1,571	...	2,060	
Aided by Government or by District or Municipal Boards.	67	2,597	156	6	1,887	281	267	15,482	1,031	77,767	1,47,553	...	2,41,833	
Maintained by Native States.	18	235	...	...	105	102	28	...	...	...	...	200	200	
Unaided	248	5,988	150	10	3,842	1,497	489	...	...	81,811	2,16,092	...	2,97,903	
Total ...	369	10,810	717	38	6,537	2,077	1,441	44,827	1,520	1,64,216	4,58,153	200	6,68,916	
For Females—														
Managed by Government.	4	140	6	16	94	7	17	13,699	...	...	11,443	...	25,142	
Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Boards.	35	2,474	9	11	1,624	721	109	26,570	300	70,980	2,09,772	...	3,07,622	
Maintained by Native States.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided	28	1,572	...	...	307	1,122	143	...	...	49,168	944	...	50,112	
Total ...	67	4,186	15	27	2,025	1,850	269	40,269	300	1,20,148	2,22,159	...	3,82,876	
GRAND TOTAL ...	436	14,996	732	65	8,562	3,927	1,710	85,096	1,820	2,84,364	6,80,312	200	10,51,792	

GENERAL TABLE III—COLLEGES AND SCHOOLS FOR EUROPEANS.

EUROPEAN

EDUCATIONAL—GENE

Return of European Schools and Scholars in the Lower

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.																	
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE MANAGE					
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government or by District or Municipal Boards.				Un	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
COLLEGIATE EDUCATION.																		
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	1	34	35	33	2	23
SCHOOL EDUCATION, GENERAL.																		
Secondary Schools.																		
For Boys—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	4	918	850	792	4	858
Middle ,, ... ,, ...	1	210	191	189	...	...	...	...	...	...	...	...	11	1,419	1,343	1,213	...	...
For Girls—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	7	1,113	1,037	911	...	...
Middle ,, ... ,, ...	1	80	80	72	...	...	...	...	...	...	...	...	22	2,239	2,205	1,955	1	34
Total Secondary schools for boys and girls.	2	290	271	261	...	...	...	...	...	...	...	...	44	5,689	5,435	4,871	5	892
Primary Schools.																		
For Boys—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	6	415	383	305	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	1	13	13	11	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	7	428	396	316	...	...
For Girls—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	15	928	893	727	1	18
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	1	34	40	37	1	7
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	16	962	933	764	2	25
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS.	...	...	...	...	...	...	...	...	...	...	...	...	23	1,390	1,329	1,080	2	25
SCHOOLS FOR SPECIAL INSTRUCTIONS.																		
Training Schools—For Mistresses ...	1	16	16	16	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL OF SCHOOLS AND COLLEGES OF PUBLIC INSTRUCTION.	3	306	287	277	...	...	...	...	...	...	...	...	68	7,113	6,799	5,984	9	940

EDUCATION.

RAL TABLE III.

Provinces of Benyal for the official year 1904-1905.

MENT. aided. Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING— English. Boys.	English. Girls.	English. Total.	A classical language. Boys.	A classical language. Girls.	A classical language. Total.	A vernacular language. Boys.	A vernacular language. Girls.	A vernacular language. Total.	Number of girls in Boys' schools.	Number of boys in Girls' schools.	REMARKS.
20	21	22	23	24*a*	24*b*	24	25*a*	25*b*	25	26*a*	26*b*	26	27	28	29
17	16	3	57	17	40	57	...	...	...	...	...	...	...	...	
774	682	8	1,776	1,776	...	1,776	893	...	893	4	...	4	...	...	
...	...	12	1,629	1,510	119	1,629	327	40	367	40	...	40	119	...	
...	...	7	1,113	187	926	1,113	61	618	679	...	...	...	...	187	
29	22	24	2,353	484	1,869	2,353	164	796	960	...	...	...	...	484	
803	704	51	6,871	3,957	2,914	6,871	1,445	1,454	2,899	44	...	44	119	671	
...	...	6	415	261	154	415	13	13	26	...	...	...	154	...	
...	...	1	13	8	5	13	...	...	...	...	...	...	5	...	
...	...	7	428	269	159	428	13	13	26	...	...	...	159	...	
16	12	16	946	300	646	946	2	2	4	3	1	4	...	300	
8	7	2	41	9	32	41	...	...	...	...	...	...	...	9	
24	19	18	987	309	678	987	2	2	4	3	1	4	...	309	
24	19	25	1,415	578	837	1,415	15	15	30	3	1	4	159	309	
...	...	1	16	...	16	16	...	...	...	...	...	...	...	...	
844	739	80	8,359	4,552	3,807	8,359	1,460	1,469	2,929	47	1	48	278	980	

European Education—General Table IIIA.

Number of Scholars on the 31st March 1905, classified according to sex, race, or creed for the European Schools in the Lower Provinces of Bengal for 1904-1905.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	otal.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
Collegiate Education.										
Art Colleges	Male	17	...	...	...	...	...	...	...	17
	Female	40	...	...	...	...	...	...	...	40
Total for Colleges		57	...	...	...	...	...	...	...	57
School Education—General.										
Secondary Schools.										
For Boys—										
High Schools	Male	1,529	99	23	33	20	...	17	55	1,776
	Female	...	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	1,366	53	6	12	32	3	2	36	1,510
	Female	114	1	1	2	...	...	1	...	119
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools	Male	165	6	2	...	...	...	2	12	187
	Female	844	16	36	...	...	...	7	23	926
Middle Schools—										
English	Male	392	2	6	1	1	1	1	80	484
	Female	1,710	5	13	2	...	3	14	122	1,869
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		6,120	182	87	50	53	7	44	328	6,871
Primary Schools.										
For Boys	Male	256	5	...	1	...	...	3	4	269
	Female	155	2	...	...	...	...	1	1	159
For Girls	Male	285	6	...	...	...	11	...	7	309
	Female	640	18	...	...	...	13	...	7	678
Total		1,336	31	...	1	...	24	4	19	1,415
School Education—Special.										
Training Schools	Male	...	...	...	...	...	...	...	...	...
	Female	16	...	...	...	...	...	...	...	16
Grand Total		7,529	213	87	51	53	31	48	347	8,359

GENERAL TABLE IV—COLLEGES AND SCHOOLS FOR EUROPEANS.

FOR EUROPEAN

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in European Schools in the

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																					
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL																					
Secondary Schools.																					
For Boys—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	12,547	...	...	8,993	...	...	21,540	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	12,547	...	...	8,993	...	...	21,540	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	10,960	...	...	2,941	...	...	13,901	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	10,960	...	...	2,941	...	...	13,901	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls.	23,507	...	...	11,934	...	...	35,441	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																					
For Boys—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTIONS.																					
Training schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ...	23,507	...	...	11,934	...	...	35,441	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	7,836	...	...	...	...	...	7,836	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7,836	...	...	...	...	...	7,836	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in—																					
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for European Cadets	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	7,836	...	...	...	...	...	7,836	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1904-1905.	31,343	...	...	11,93 4	...	...	43,277	...	...	...	...	...	...	...	...	...	...	...	...	...	...

(*a*) This amount includes an Imperial contribution of Rs. 20,000 to
(*b*) Railway grant.
(*c*) This amount is a Government grant paid through this office from
(*d*) This sum includes Government subscription to two unaided

Goethal's Memorial Orphanage ... ...
St. Joseph's College, Darjeeling ... ...

Total ... ...

The sum of Rs. 73,658 is therefore carried to Provincial Revenues
(*e*) This amount does not include the expenditure on Government
(*f*) This amount includes a Military grant of Rs. 4,800 granted to

EDUCATION.

TABLE IV.

Lower Provinces of Bengal for the official year 1904-1905.

TUTIONS—

UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Aided by Government or by District or Municipal Boards.							Unaided.											
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			
															Private.	Public.		
																Native States' revenues.	Imperial contributions.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(*a*)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
650	...	...	17,785	...	32,121	50,556	24,993	...	46,053	71,046	650	...	...	42,778	78,174	...	...	1,21,602
(*a*) 41,865	...	...	8,328	...	176	50,369	24,320	...	29,977	54,297	21,865	...	...	32,648	30,153	...	20,000	1,04,666
31,110	...	751	14,600	2,855	...	49,316	...	...	...	...	43,657	...	751	23,593	2,855	...	...	70,856
72,975	...	751	22,928	2,855	176	99,685	24,320	...	29,977	54,297	65,522	...	751	56,241	33,008	...	20,000	1,75,522
24,238	...	...	29,315	4,446	14,098	72,097	...	...	...	...	24,238	...	...	29,315	18,544	...	...	72,097
38,367	...	1,117	38,433	9,974	1,874	89,765	1,602	424	...	2,026	49,327	...	1,117	42,976	12,272	...	...	1,05,692
62,605	...	1,117	67,748	14,420	15,972	1,61,862	1,602	424	...	2,026	73,565	...	1,117	72,291	30,816	...	...	1,77,789
1,35,580	...	1,868	90,676	17,275	16,148	2,61,547	25,922	424	29,977	56,323	1,39,087	...	1,868	1,28,532	63,824	...	20,000	3,53,311
5,784	...	75	6,248	2,700	264	15,071	...	...	...	...	5,784	...	75	6,248	2,964	...	...	15,071
495	...	...	306	230	...	1,031	...	...	...	...	495	...	...	306	230	...	...	1,031
6,279	...	75	6,554	2,930	264	16,102	...	...	...	...	6,279	...	75	6,554	3,194	...	...	16,102
15,326	...	431	7,869	9,728	1,110	34,464	394	(*b*) 79	...	473	15,326	...	431	8,263	10,917	...	...	34,937
1,055	...	100	...	505	...	1,660	...	(*c*)627	...	627	1,055	...	100	...	1,132	...	...	2,287
16,381	...	531	7,869	10,233	1,110	36,124	394	706	...	1,100	16,381	...	531	8,263	12,049	...	...	37,224
122,660	...	606	14,428	13,163	1,374	52,226	394	706	...	1,100	22,660	...	606	14,817	15,243	...	...	53,326
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,58,890	...	2,474	1,22,884	30,438	49,643	3,64,329	51,309	1,130	76,030	1,28,469	1,62,397	...	2,474	1,86,127	1,57,241	...	20,000	5,28,239
32,100	...	...	50,365	31,622	4,109	1,18,196	5,609	(*d*) 1,33,894	7,460	1,46,963	1,05,758	...	...	55,974	1,03,427	...	...	(*e*) 2,65,159
900	...	...	16,245	11,099	3,230	31,474	7,011	290	223	7,524	8,736	...	...	23,256	14,842	...	...	46,834
33,000	...	...	66 0	42,721	7,339	1,49,670	12,620	1,34,184	7,683	1,54,487	1,14,494	...	...	79,230	1,18,269	...	...	3,11,993
...	...	...	...	...	...	...	...	...	...	...	13,841	...	...	...	...	...	...	13,841
...	...	...	...	...	...	...	...	...	...	...	6,446	...	...	...	...	...	...	6,446
...	...	...	...	...	...	...	...	...	...	...	96	...	...	...	...	...	...	96
...	...	...	...	...	...	...	...	...	...	...	320	...	...	...	...	...	...	320
...	...	...	...	...	...	...	...	...	...	...	6,862	...	...	...	...	...	...	6,862
...	...	...	...	...	...	...	...	...	...	...	(*f*)52,289	...	...	4,27,213	1,36,141	...	...	6,15,643
...	...	...	...	...	...	...	...	...	...	...	1,371	...	...	4,573	...	...	...	5,944
...	...	...	...	...	...	...	...	...	...	...	6,092	...	...	...	226	...	...	6,318
...	...	...	...	...	...	...	...	...	...	...	9,629	...	...	32,899	40,648	...	...	83,176
...	...	...	...	...	...	...	...	...	...	...	69,381	...	...	4,64,685	1,77,015	...	...	7,11,081
33,000	...	...	66,610	42,721	7,339	1,49,670	12,620	1,34,184	7,683	1,54,487	2,04,578	...	...	5,43,915	2,95,284	...	...	10,43,777
1,91,890	...	2,474	1,89,494	73,159	56,982	5,13,999	63,929	1,35,314	83,713	2,82,956	3,66,975	...	2,474	7,30,042	4,52,525	...	20,000	15,72,016

St. Paul's School, Darjeeling.

an Old Dutch Fund.
schools as under:—

	Rs.
... ...	60,000
... ...	13,658
... ...	73,658

in the columns of Total expenditure and not to Private Expenditure.
buildings.
the European Female Orphan Asylum.

FOR EUROPEAN EDUCATION.

Education—General Table V.

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary and Primary Education in the Lower Provinces of Bengal at the end of the official year 1904-1905.

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation examination, or an Examination of an equivalent standard.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys. (*English and Vernacular.*)																				
Government ... English ...	1	210	...	...	...	99	...	99	54	...	54	57	...	57	...	...	...	210	...	210
Aided ... ,, ...	15	2,337	107	...	107	572	27	599	653	28	681	886	64	950	...	...	...	2,218	119	2,337
Unaided ... ,, ...	4	858	118	...	118	307	...	307	274	...	274	159	...	159	...	...	...	858	...	858
Total ...	20	3,405	225	...	225	978	27	1,005	981	28	1,009	1,102	64	1,166	...	...	...	3,286	119	3,405
Secondary Schools for Girls. (*English and Vernacular.*)																				
Government ... English ...	1	80	...	...	...	...	36	36	...	25	25	...	19	19	...	...	...	...	80	80
Aided ... ,, ...	29	3,352	2	69	71	29	642	671	92	682	774	535	1,301	1,836	...	...	...	658	2,694	3,352
Unaided ... ,, ...	1	34	...	...	...	...	6	6	...	4	4	13	11	24	...	...	...	13	21	34
Total ...	31	3,466	2	69	71	29	684	713	92	711	803	548	1,331	1,879	...	...	...	671	2,795	3,466
Total Secondary Schools for boys and girls.	51	6,871	227	69	296	1,007	711	1,718	1,073	739	1,812	1,650	1,395	3,045	...	...	...	3,957	2,914	6,871
Primary Schools for Boys.																				
Aided	7	428	...	...	...	...	...	...	84	49	133	185	110	295	...	...	...	269	159	428
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7	428	...	...	...	...	...	...	84	49	133	185	110	295	...	...	...	269	159	428
Primary Schools for Girls.																				
Aided	16	962	...	...	...	...	...	...	37	145	182	267	513	780	...	...	...	304	658	962
Unaided	2	25	...	...	...	...	...	...	1	4	5	4	16	20	...	...	...	5	20	25
Total ...	18	987	...	...	...	...	...	...	38	149	187	271	529	800	...	...	...	309	678	987
Total Primary Schools for boys and girls.	25	1,415	...	...	...	...	...	...	122	198	320	456	639	1,095	...	...	...	578	837	1,415
Grand Total for 1904-1905 for Secondary and Primary Schools.	76	8,286	227	69	296	1,007	711	1,718	1,195	937	2,132	2,106	2,034	4,140	...	...	...	4,535	3,751	8,286

B. S. P. Press—418 L—650—29-1-1906—J. A. M. & others.

GENERAL DEPARTMENT.

EDUCATION—No. 3354.

CALCUTTA, THE 12th NOVEMBER 1905.

RESOLUTION.

READ—

The Report on Public Instruction in Bengal for the year 1904-1905.

THE Department was in charge of Mr. A. Pedler, F.R.S., C.I.E., throughout the year.

Primary Education.

2. The statistics of primary education shew a falling off in the number of schools from 49,093 to 48,176, or 1·8 per cent., and in attendance from 1,391,997 to 1,356,733, or 2·5 per cent. This decrease is confined to lower primary schools, the upper primary schools having slightly increased in number. The falling off in attendance in lower primary schools is 3·3 per cent. and occurred in the Divisions of Burdwan, Rajshahi, Dacca, Chittagong and Bhagalpur. Various explanations have been suggested by the Divisional Inspectors, but none of them are altogether satisfactory. The failure of crops and the prevalence of disease have been mentioned, while two Inspectors have sought an explanation in the abolition of the public examinations. It appears to the Lieutenant-Governor that a further explanation is called for as to the meaning of the adoption of measures for preventing the growth of "mushroom schools." The policy, introduced within the last few years, of insisting on a certain degree of efficiency before putting a school on the aided or stipendiary list, has no doubt resulted in a considerable decrease in the number of schools and of boys attending them.

The question of establishing a special course of primary education for rural schools was under the consideration of the Government during the year; but as a result of the criticisms to which the original proposals of the first committee were subjected, the whole matter was after the close of the year referred to a second and larger committee, whose recommendations are now being worked out in detail by the Director of Public Instruction.

The Lieutenant-Governor is glad to notice the steps taken to render the guru training schools throughout the Province more popular and efficient by increasing the salaries both of pandits and of pupil teachers in training at such schools. In connection with Mr. Pedler's observations upon the necessity for the augmentation of the present staff of Sub-Inspectors and a general increase of the subordinate inspecting agency and the proposals to which he refers, the Lieutenant-Governor considers it sufficient to note that an elaborate scheme for the addition of a number of Assistant Inspectors, Deputy Inspectors and Sub-Inspectors, including guru instructors, has been submitted to the Government of India.

Effect has been given to the principle laid down by the Government of India that no school final examinations should in any case be required or allowed in the case of pupils who are not leaving school, and public examinations during or at the end of the primary school course have been abolished together with the printed certificate to which hitherto importance has apparently been attached. Objections have been raised in some quarters to

this change as affecting the attendance at schools; but the Lieutenant-Governor is convinced that the reform is a most necessary and beneficial one, and His Honour trusts that the objections will be found to be transitory. Simultaneously with, and as a consequence of this change, the method of awarding scholarships has been altered into a combination of selection and competition, the lower primary school examination being mainly *viva voce*; it has thus become possible to judge of the circumstances and intelligence of the candidates more accurately than was formerly the case.

Secondary Education.

3. While the number of secondary schools increased by 12 and that of pupils studying the high school course by 856, there was a general falling off in attendance at secondary schools similar to that which occurred in the case of primary schools. This decrease, which amounted to 4,091, was most marked in the case of middle vernacular schools and is attributed to the conversion of those schools into middle English Mr. Pedler observes that in many middle schools the majority of the pupils belong to the primary stages and that these schools would probably be more efficient as upper primary schools only. The public examination for middle schools was abolished, and scholarships were awarded by examination of selected candidates. Judged by the results of the Calcutta University Entrance examination the standard of teaching in high schools improved during the year. While the number of candidates decreased by 176, the number of passes rose by 128, the improvement being mostly found in the case of unaided schools. Nine collegiate schools, however, show less favourable results than in the preceding year.

It is satisfactory to notice that 10 B classes and 5 C classes attached to high schools were at work during the year; the former are elementary engineering or technical classes preparatory to the Civil Engineering College, which the scholars usually join; the latter are commercial or trade classes from which scholars enter the commercial classes in the Presidency College. The candidates from these classes were fewer in number than in the previous year, but the proportion passed was about the same as last year and better than in the year before that.

With a view to giving effect to the recommendations of the Simla Conference as to affording facilities for agricultural education, the Government in 1902 approved of a proposal to provide one or two secondary schools in each Inspector's circle with gardens, and in certain selected schools to open agricultural classes as an experimental measure. The elements of agriculture are now being taught in six schools.

While there are 4,163 teachers in high schools who are graduates or have passed the F.A. or Entrance examination or are trained vernacular masters, the Lieutenant-Governor regrets to observe the large number (2,361) who do not possess any of these qualifications. These figures indicate the urgent necessity for making more adequate arrangements for the training of teachers. It is satisfactory to notice, however, that there is a steady increase in the number of masters who are receiving training in first grade Government training schools.

Collegiate Education.

4. There was a slight increase in the number of pupils attending the Arts Colleges. Of 3,238 candidates who appeared at the F.A. Examination 1,013, or 31·9 per cent. passed. These figures contrast unfavourably with those of the preceding year, when the percentage of passes was 34·8. The number of students who appeared at the B.A. examination was 2,003, or 29 less than in 1903-1904, but the results of the examination show a marked improvement. The percentage of success in Government Colleges was 33·5 against 19·7 in the preceding year, in aided colleges 2·80 against 19·8 and in unaided colleges 16·4 against 10·1. The number of candidates for the M.A. degree was 192 as against 200 in the previous year, and the percentage of passes among regular students showed a falling off from 39·2 to 30·9 per cent. There was a marked improvement in the percentage of success in the B.L. examination, which rose in institutions under public management from 15 to 37·8, and in those under private management from 23·3 to 41·7.

The subject of commercial education was under consideration during the year. The commercial classes which were opened in the Presidency Colleg

in 1903 had not proved successful, and the Lieutenant-Governor referred the matter to a Committee on which the Bengal Chamber of Commerce, the Bengal National Chamber of Commerce and the Calcutta Trades Association, as well as the Education Department, were represented. As a result of their recommendations two courses of studies were prescribed, the one being a complete day course, including modern English and English correspondence, Arithmetic, Book-keeping, Shorthand-writing and Type-writing, Commercial History and Geography and a second language, and the other consisting of evening lectures on a number of optional subjects, such as Political Economy, Banking and Currency, Commercial and Industrial Law and Annuities and Insurance, in addition to some of the subjects prescribed for the day course. Rules were framed regulating the admission to these classes and to the examination for the Commercial certificate. The evening classes were opened in March and the day classes in June. The Lieutenant-Governor is glad to observe from Mr. Pedler's report that these classes appear likely to become very popular and successful, the number of students which stood at 9 on the 31st March having risen to about 120 at the beginning of the new session.

The most important fact in the history of collegiate education during the year is the commencement of the working of the new Universities Act. A new Senate of the University has been formed and the Director reports that committees were appointed and began the work of producing a new body of regulations. The subject of residential colleges has been occupying Sir Andrew Fraser's attention; a new college, largely residential, has been nearly completed at Dacca; the Patna College is being improved in this respect, and the scheme for a model college at Ranchi has been greatly advanced; liberal subscriptions having already been received and measures taken for the selection of a site and the acquisition of land. Mr. Russell as Assistant Director of Public Instruction made an enquiry during the year into the condition of students' hostels and messes in Calcutta. His report showed that the rules on the subject which had been issued in 1900 were completely ignored and that the conditions under which the students lived were incompatible with discipline. He suggested various measures of reform, the main principle being that each college should have its own hostels and messes and that students of more than one college should not be allowed to reside together. The question was referred to a Committee which recommended that each college should have its own mess, each mess being strictly limited to the students of a single college, and while admitting it to be at present impracticable to apply the same principle to hostels, hoped that hereafter the rule might be extended to them also. A further recommendation was that hostels not attached to colleges should be under the control of a committee with power to recognize hostels which they considered worthy of recognition. A special officer was appointed as Inspector of Students' Hostels and Messes and the Government accepted the financial responsibility for a scheme of hiring houses for students. An enquiry was also instituted as to the conditions under which students live in colleges in the interior.

Muhammadan Education.

5. The number of Muhammadans attending schools or colleges decreased by 3·1 per cent. during the year, but the result of the University examinations shows an improvement. A scheme for the improvement of Muhammadan education in *maktabs* was sanctioned by the Government. It is proposed to open model *maktabs* in Calcutta and in the 12 districts where there is a large proportion of Muhammadans and to appoint inspecting maulvis to organize the existing schools and to report on their claims to receive grants-in-aid. The complete introduction of the scheme, however, must be held in abeyance until the Local Self-Government Act is amended so as to allow of the transfer of funds by Government to District Boards for expenditure on *maktabs* and of the grant of aid by District Boards to these institutions.

Technical Education.

6. The only college in the Province which imparts technical education is the Sibpur Civil Engineering College. The figures of attendance show a slight falling off in all the departments of the school except the electrical, and the results of the examinations are distinctly worse than in the previous year. The percentages of passes for the B.E., F.E., Overseer and Sub-Overseer examinations all

fell short of those reached in 1903-1904. The results of the F.E. examination are reported to have been deteriorating since 1902. The discipline of the college is not quite so satisfactory as usual. The attempts made to improve the health of the college did not meet with much success. All these facts are of interest in connection with the decision at which the Government has arrived to transfer the Engineering College to Ranchi, a change which, it is hoped, will have the effect of increasing its popularity and of improving the health and discipline of the students. The Bihar School of Engineering also shows a slight falling off in attendance, but there is a decided improvement in the Dacca School, where the numbers rose from 117 to 189. The Government School of Art shows satisfactory results on the Industrial Art side, but the work done on the Fine Art side was disappointing. While the students appear to have attained a fair proficiency in the usual course of drawing and painting, they showed a great lack of interest in higher artistic work. The scheme of the gallery which had been found to be misleading to Indian students was given up, and more than two-thirds of the collection of European pictures were sold. The gallery will now be an Art section of the Indian Museum, representing Indian Art. The Lieutenant-Governor regards this change with satisfaction as introducing a sounder principle into the school, and it is hoped that it may result in a stimulus being given to the study of fine art.

Female Education.

7. The statistics of female education offer a contrast to the general decrease in numbers which has been noted in the preceding paragraphs. The number of girls' schools increased by 4·9 per cent. and the attendance by 5·8 per cent., while the number of girls attending mixed schools showed an increase of 4·8 per cent. The rate of progress is, it is true, slower than in the previous years, but the high percentage then shown could hardly have been maintained The Lieutenant-Governor has perused the remarks of the Inspectress of Schools as to the necessity for an extension of the zanana system of teaching for higher class girls, and His Honour hopes that more will be done in this way to foster an interest in female education.

European Education.

8. One of the most interesting, but at the same time one of the most disappointing, sections of the report is that which deals with the subject of European education. Judged by the results of examinations there has been a distinct loss of efficiency. It appears that in the number of passes in the first division in the various examinations there was a remarkable falling off, and that, except in arithmetic, the work was mediocre or indifferent, the results in girls' schools being particularly bad. The Inspector of European Schools attributes this state of things partly to the poor prospects of the teaching profession which offers so little attraction that recruitment has become practically impossible, and partly to the unsatisfactory courses of studies in secondary schools. While History and Geography are neglected, an attempt is made to teach such subjects as Physiology, Physics and Political Economy, which, if they are to be studied profitably, require a sound basis of general education. The result is that the quality of the teaching is poor and the educational training largely valueless. The political consequences of such a state of things cannot be regarded with indifference; for, restricted as Europeans and Eurasians are in their choice of the means of livelihood, their educational fitness is a matter of great importance. It appears that even the Roman Catholic schools with their unpaid voluntary service of teachers are unable to do full justice to the task they have undertaken. Mr. Hornell remarks that the Government grants are small, assessed as they were to meet educational standards which have now been left behind. He calculates, however, that the receipts from endowments amounted to a little more than a lakh and a quarter and the contributions from the general public probably to less than a lakh of rupees. The amount met from provincial revenues was Rs. 3,86,325 and from fees Rs. 6,87,264. In view of these figures and of the urgent claims of the other departments of education the Lieutenant-Governor cannot regard the provincial contribution as disproportionately small. His Honour is very willing to help; but he is persuaded that if a higher standard of efficiency for European schools is to be aimed at and attained, it must be largely through the more liberal support of the general public.

9. Sir Andrew Fraser desires to record his high appreciation of the services rendered by Mr. Pedler throughout the year and to acknowledge his valuable assistance and advice in the many questions affecting the progress of education which have come before the Government.

By order of the Lieutenant-Governor of Bengal,

G. GORDON,

Offg. Secy. to the Govt of Bengal.

No. 3443.

COPY forwarded to the Director of Public Instruction, Bengal, for information, and for report on the point mentioned in paragraph 2 of the Resolution.

2. The Director of Public Instruction is authorised to publish his report.

No. 38.

COPY forwarded to Commissioners of Divisions, for information.

No. 3444.

COPY forwarded to the Municipal Department of this Government, for information.

By order of the Lieutenant-Governor of Bengal,

R. L. ROSS,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 22nd December 1905.

B. S. Press—27909—930—22-12-1905—E. J. H.

Supplement 1904-05

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EDUCATION TABLE No. 1.

Chapter II of the Report.

General Statistics of Institutions and Pupils.

Class of Institution.	1903-04.		1904-05.		Average number of pupils per School.	
	Schools.	Pupils.	Schools.	Pupils.	1903-04.	1904-05.
1	2	3	4	5	6	7
Public Institutions.						
University ... ... Arts Colleges	46	8,009	46	8,078	174·1	175·6
Secondary (for males) { High English Schools ...	565	124,562	576	124,232	220·4	205·6
Secondary (for males) { Middle ,, ,, ...	1,916	76,308	1,046	75,991	75·1	72·6
Secondary (for males) { ,, Vernacular Schools	884	51,106	852	47,581	57·8	55·8
Primary (for males) ... { Upper primary ,, ...	4,851	215,928	4,948	219,518	44·5	44·3
Primary (for males) ... { Lower ,, ,,	44,249	1,176,398	43,235	1,137,643	26·5	26·3
Special (including Madrasahs and institutions for professional training).	896	23,960	927	27,833	26·7	27·9
Female (secondary and primary)	4,731	100,994	4,959	106,493	21·3	21·4
Total ...	57,238	1,777,265	56,659	1,747,369	31·0	30·8
Private Institutions.						
(1) Advanced teaching { (a) Arabic or Persian ...	1,118	17,336	1,173	18,832	15·5	16·0
(1) Advanced teaching { (b) Sanskrit	974	8,370	948	8,268	8·5	8·7
(2) Elementary, teaching a vernacular only or mainly.	3,159	31,799	3,031	29,348	10·0	9·6
(3) Elementary, teaching the Koran only	3,394	53,220	3,390	54,008	15·6	15·9
(4) Other schools not conforming to departmental standards.	217	4,884	353	7,427	22·5	21·0
Total ...	8,862	115,609	8,895	117,883	13·0	13·2
Grand Total ...	66,100	1,892,874	65,554	1,865,252	28 6	28·4

EDUCATION TABLE No. 2.

Statement showing the number of Pupils of different breeds and their proportion to the number of pupils.

Race or Religion.	1903-04.		1904-05.	
	Number.	Percentage to total number.	Number.	Percentage to total number.
1	2	3	4	5
Europeans and Eurasians ...	7,997	0·42	7,781	0·41
Native Christians	17,974	0·95	20,027	1·07
Hindus ... { Brahmans ...	209,285	.....	206,688	.....
Hindus ... { Non-Brahmans ...	1,069,884	.....	1,059,745	.....
Total Hindus ...	1,279,169	67·58	1,266,433	67·89
Muhammadans	546,783	28·89	529,895	28·40
Miscellaneous.				
Buddhists	5,441	.....	5,573	.....
Parsis	86	.....	63	.....
Others	35,424	.....	35,475	.....
Total of miscellaneous religions	40,951	2·16	41,111	2 20
Grand Total ...	1,892,874	100·00	1,865,252	100·00

EDUCATION TABLE No. 3.

General Statistics of Expenditure.

Source from which Expenditure on Education is met.	1903-1904.		1904-05.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
1	2	3	4	5
	Rs.		Rs	
Provincial Revenues	32,27,919	23·3	32,82,491	23·8
District Funds	17,45,521	12·6	17,60,257	12 8
Municipal „	1,17,285	0 8	1,22,891	0·9
Fees	59,74,813	431	60,38,218	43·8
All other sources	27,99,872	202	25,85,703	18·7
Total ...	1,38,65,410	100·0	1,37,89,560	100·0

EDUCATION TABLE No. 4.

Comparative Statement of Expenditure on Education for 1903-04 and 1904-05.

Heads of Charges.	1903-04.				1904-05.			
	Net Expenditure after deducting Receipts.			Total Expenditure.	Net expenditure after deducting Receipts.			Total Expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	.....	.....	.....	2,29,364	.....	.....	.....	2,17,809
Collegiate	5,87,001	.....	169	12,73,460	6,25,082	.....	.....	14,30,142
Secondary*	4,41,898	2,22,842	19,533	37,99,067	4,25 656	2,27,920	17,793	37,73,713
Primary*	1,66,320	8,97,639	64,965	35,42,693	1,80,420	9,08,814	67,612	34,79,600
Female†	2,96,992	80,150	12,174	7,43,433	2,06,555	89.656	14,666	6,55,617
Special	4,08,955	22,387	4,295	7,46,597	4,38,516	26,412	5,093	7,97,060
Scholarships	1,76,780	34,907	1,065	2,50,450	1,68,274	40,786	897	2,49,103
Buildings	5,30,621	6,894	1,994	9,32,493	5,97,296	7,543	4,646	9,52,961
Furniture	1,93,513	24,809	2,192	2,79,720	64,417	8,657	1,820	1,38,415
Miscellaneous	86,098	90,572	6,347	12,63,945	1,33,254	73,837	5,375	12,63,600
Superintendence	4,28,741	3,65,321	4,551	8,04,188	4,43,021	3,76,632	4,989	8,3,540
Total ...	32,27,919	17,45,521	1,17,285	1,38,65,410	32,82,491	17,60,257	1,22,891	1,37,89,560
	50,90,725				51,65,639			

* For boys.
† Secondary and Primary.

EDUCATION TABLE No. 5.

Statement showing the average cost of educating each Pupil for 1903-04 and 1904-05.

Class of Institution.	1903-04.				1904-05.			
	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Arts Colleges	30 14 11	0 0 4	70 9 2	101 8 5	40 0 9	.....	89 13 9	129 14 6
Professional Colleges	132 6 6	.....	40 0 11	172 7 5	129 1 9	.....	43 11 7	172 13 4
Secondary Schools	2 5 4	0 15 11	13 10 7	16 15 10	2 4 0	0 15 9	12 14 8	16 2 5
Primary „	0 2 9	0 12 3	1 14 4	2 13 4	0 3 0	0 12 6	1 12 11	2 12 5
Training „	58 11 7	0 4 4	25 12 11	84 12 10	61 7 1	0 5 6	21 11 6	83 8 1
Other Special Schools	15 9 11	1 6 8	13 14 4	30 14 11	12 14 7	1 6 9	12 9 0	26 14 4

EDUCATION TABLE No. 6.

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1904-1905.

Class of School.	Number of schools.	Average roll-number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll-number.	Average yearly cost of each pupil— To public funds.	Average yearly cost of each pupil— Total.	Percentage of public fund expenditure to total cost.
1	2	3	4	5	6	7	8
High English Schools for Boys.					Rs. A. P.	Rs. A. P.	
Under Public Management.							
Managed by Government	50	259	208	80·3	14 8 0	38 8 3	37·6
Ditto by District or Municipal Boards	5	414	317	76·6	4 7 0	28 12 1	15·4
Under Private Management.							
Aided by Government or by District or Municipal Boards	239	181	140	77·3	2 6 0	19 3 2	12·4
Unaided	274	229	177	77·3	...	16 8 10	...
Total High Schools for boys	568	213	165	77·4	...	20 0 11	...
Middle English Schools for Boys.							
Under Public Management.							
Managed by Government	5	77	59	76·6	23 14 8	30 11 11	77·8
Ditto by District or Municipal Boards	40	85	68	80·0	3 10 2	10 0 3	36·3
Under Private Management.							
Aided by Government or by District or Municipal Boards	722	71	57	80·3	2 14 3	11 4 2	25·7
Unaided	267	71	55	77·4	...	8 9 2	...
Total Middle English Schools for boys ...	1,034	72	57	79·2	...	10 9 10	...
Middle Vernacular Schools for Boys.							
Under Public Management.							
Managed by Government	19	59	46	77·9	7 3 5	9 4 8	77·6
Ditto by District or Municipal Boards	142	56	45	80·3	4 13 3	8 12 0	55·2
Under Private Management.							
Aided by Government or by District or Municipal Boards	621	54	44	81·4	2 9 4	7 15 6	32·4
Unaided	70	62	49	79·0	...	7 2 3	...
Total Middle Vernacular Schools for boys ...	852	55	45	81·8	...	8 0 11	...
Upper Primary Schools for Boys.							
Under Public Management.							
Managed by Government	134	40	29	72·5	3 4 4	3 11 8	87·6
Ditto by District or Municipal Boards	11	32	23	71·9	3 13 4	4 14 9	77·8
Under Private Management.							
Aided by Government or by District or Municipal Boards	4,692	43	34	79·0	1 7 6	3 9 4	41·0
Unaided	105	38	31	81·6	...	3 8 5	...
Total Upper Primary Schools for boys ...	4,942	43	34	79·0	...	3 9 5	...
Lower Primary Schools for Boys.							
Under Public Management.							
Managed by Government	2	17	15	88·2	5 10 4	5 10 4	100·0
Ditto by District or Municipal Boards	8	46	37	80·4	3 1 2	4 3 4	72·9
Under Private Management.							
Aided by Government or by District or Municipal Boards	34,862	26	21	80·7	0 9 3	2 10 0	34·4
Unaided	8,362	18	15	83·3	...	1 13 10	...
Total Lower Primary Schools for boys ...	43,234	25	20	80·0	...	2 8 4	...

EDUCATION TABLE No. 7.

Statement showing the variations in the results of the University Examinations for the past six years.

Years.	Entrance Examination.			F.A. Examination.			B.A. Examination.			B.Sc. Examination.			M.A. Examination.			B. L. Examination.			B.E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Numberpassed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1899-00 ...	5,161	3,199	62·0	3,037	1,142	37·6	1,667	461	27·7	...	...	...	206	92	44·6	451	102	22·6	12	12	100·0
1900-01 ...	5,060	2,812	55·6	3,286	1,039	31·6	1,688	329	19·5	...	...	...	169	91	53·8	553	160	28·9	38	10	26·3
1901-02 ...	5,699	2,867	50·3	3,645	1,370	37·6	1,934	439	22·7	12	2	16·7	153	68	44·4	590	213	37·4	32	9	28·1
1902-03 ...	5,827	2,684	46·1	3,682	1,162	31·6	1,848	370	20·0	19	8	42·1	190	70	36·8	670	337	50·3	28	13	46·4
1903-04 ...	6,124	2,394	39·1	3,497	1,198	34·3	2,032	295	14·5	14	5	35·7	200	74	37·0	620	136	21·9	26	12	46.2
1904-05 ...	5,943	2,516	42·3	3,238	1,013	31·2	2,003	463	23·1	15	3	20·0	192	53	27·6	653	268	41·0	27	7	25·9

EDUCATION TABLE No. 8.

Statement showing the Expenditure on Scholarships for 1903-04 and 1904-05.

Class of Institutions.	1903-04.				1904-05.			
	Public Funds.	Private Funds.	Total.	Percentage of Total Expenditure on Scholarships to Total Expenditure on Public Instruction.	Public Funds.	Private Funds.	Total.	Percentage of Total Expenditure on Scholarships to Total Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	77,140	20,770	97,910	0·70	69,383	22,443	91,826	0·66
Medical Institutions	10,508	6,566	17,074	0·12	12,885	5,838	18,723	0·13
Secondary Schools	76,541	5,331	81,872	0·59	77,318	5,177	82,495	0·59
Primary ,, ...	16,420	955	17,375	0·13	18,729	885	19,614	0·14
Special schools (including Technical Institutions).	32,143	4,076	36,219	0·26	31,642	4,803	36,445	0·26
Total ...	2,12,752	37,698	2,50,450	1·80	2,09,957	39,146	2,49,103	1·08

EDUCATION TABLE No. 9.

Comparative statement showing the percentage of boys at school to boys of school-going age, district by district.

Position in 1903-1904.	Position in 1904-1905.	District.	Male population.	Number of boys of school-going age.	Number of boys at School.		Percentage of boys at school to boys of school-going age.	
					1903-1904.	1904-1905.	1903-1904.	1904-1905.
1	2	3	4	5	6	7	8	9
2	1	Howrah	439,525	65,928	38,915	41,222	59·0	62·5
1	2	Chittagong	641,392	96,209	57,761	56,248	60·3	58·4
3	3	Noakhali	568,777	85,316	48,418	46,544	57·5	54.5
4	4	Hooghly	528,279	79,241	43,667	43,104	55·2	54·4
5	5	24-Parganas	1,092,908	163,936	79,860	80,906	48·7	49·3
6	6	Midnapore	1,390,283	208,534	101,760	100,984	48·5	48·4
7	7	Backergunge	1,175,903	176,385	81,111	80,018	45·9	45·3
8	8	Bankura	549,484	82,422	37,622	36,919	44·5	44·8
13	9	Calcutta	562,596	84,389	33,472	34,710	39·6	41·1
9	10	Tippera	1,055,989	162,898	71,815	66,823	44·0	41·0
12		Cuttack	995,409	149,311	60,984	61,349	40·2	
10	12	Burdwan	764,742	114,711	47,771	45,791	41·1	39·9
18	13	Dacca	1,312,417	196,862	77,950	77,846	39·6	39·5
11	14	Birbhum	444,689	66,703	27,170	26,297	40·7	39·4
15	15	Balasore	517,543	77,631	30,034	29,345	38·7	37·8
19	16	Singhbhum	302,425	45,364	15,165	15,758	34·0	34·8
20	17	Puri	506,839	76,026	24,342	25,708	33·4	33·8
16	18	Faridpur	970,164	145,525	51,518	48,935	35·4	33·6
23	19	Angul	95,935	14,390	3,842	4,771	27·6	33·2
17	20	Khulna	653,470	98,020	33,997	31,923	34·6	32·5
18	21	Patna	804,583	120,687	41,099	36,947	34·6	30.6
21	22	Jessore	914,204	137,130	42,663	38,426	32·01	28·0
22	23	Bogra	437,349	65,602	18,130	17,517	31·1	26·7
25	24	Manbhum	653,336	98,000	24,751	25,863	25·4	26·4
26	25	Gaya	1,011,271	151,691	37,824	37,255	25·2	24·6
24	26	Nadia	827,509	124,126	31,527	30,100	26·6	24·2
27	27	Pabna	709,396	106,409	26,112	24,273	25·0	22·8
28	28	Murshidabad	653,346	98,001	24,183	22,030	24·5	22·4
31		Mymensingh	2,014,805	302,221	67,087	67,636	22·3	
32	30	Ranchi	577,180	86,577	19,074	19,327	22·2	22·3
30	31	Rangpur	1,125,109	168,766	37,576	36,614	22·5	21·6
29	32	Malda	437,639	65,646	14,814	14,024	24·2	21·3
35	33	Darbhanga	1,416,474	212,471	42,545	42,610	20·0	20·1
	34	Dinajpur	823,972	123,596	24,761	24,800	20·2	20·0
34	35	Rajshahi	741,690	111,253	22,415	21,497	20·5	
33		Jalpaiguri	422,877	63,432	13,013	12,258	22·0	19·3
40	37	Darjeeling	133,005	19,951	3,731	3,752	18·9	18·8
38	38	Hazaribagh	570,122	85,518	16,424	15,893	19·3	18·5
37	39	Sonthal Parganas	896,373	134,456	25,970	24,627	20·0	
41		Shahabad	935,544	140,481	26,218	25,761	18·7	18·3
43	41	Muzaffarpur	1,318,547	197,782	35,013	36,044	18·0	18·2
39	42	Monghyr	1,011,580	151,737	28,713	27,268	19·2	17·9
47		Chittagong Hill Tracts	68,238	10,236	1,574	1,833	15·9	
48	44	Orissa Tributary Mahals	969,973	145,496	22,108	24,389	15·3	16·8
42	45	Bhagalpur	1,027,535	154,130	27,817	24,335	18·6	15·8
44	46	Saran	1,095,288	164,293	26,195	23,881	17·7	14·5
45	47	Purnea	958,452	143,768	23,095	20,384	16·9	14·2
49	48	Champaran	885,607	132,841	18,627	17,675	14·1	13·3
46	49	Palamau	306,203	45,930	7,304	6,639	16·0	12·2

EDUCATION TABLE No. 10.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division, for the years 1903-1904 and 1904-1905.

Division.	Number of pupils in public institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	982	923	49,912	48,350	268,748	269,509	2,072	2,203	321,714	320,985
Presidency ...	427	441	42,514	41,552	186,777	179,711	1,469	1,939	231,187	223,643
Calcutta ...	6,525	6,306	18,816	21,480	16,956	15,695	3,227	3,352	45,464	46,833
Rajshahi ...	238	259	21,493	20,933	129,621	124,550	1,454	1,714	152,806	147,456
Dacca ...	1,248	1,398	53,174	52,559	218,976	215,841	4,794	5,290	278,192	275,088
Chittagong ...	181	223	22,469	22,554	146,168	137,457	2,580	3,687	171,458	163,921
Patna ...	544	572	15,712	14,424	190,798	186,647	2,922	3,487	209,976	204,130
Bhagalpur ...	179	233	9,974	9,756	111,550	100,947	677	865	122,380	111,801
Orissa ...	173	178	7,037	6,747	114,629	120,563	1,319	1,584	123,158	129,072
Orissa Tributary Mahals.	...	...	1,621	1,619	20,048	23,187	231	207	21,900	25,013
Chota Nagpur ...	21	73	7,861	7,854	82,066	82,237	698	961	90,646	91,125
European institutions.	...	...	7,410	6,871	966	1,415	8	16	8,384	8,302
Total ...	10,518	10,606	257,993	254,699	1,487,303	1,456,759	21,451	25 305	1,777,265	1,747,369

EDUCATION TABLE No. 10—*concluded.*

Division.	Number of pupils in private institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.			
	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	1,211	1,378	343	389	939	847	607	799	3,160	3,413	324,874	324,398
Presidency	257	398	56	...	160	89	...	56	473	543	231,660	224,186
Calcutta	...	...	...	...	854	990	1,874	2,009	2,728	2,999	48,192	49,832
Rajshahi	622	1,026	489	501	769	1,010	264	210	2,144	2,747	154,950	150,203
Dacca	2,042	2,654	4,872	2,955	22,454	24,130	197	639	29,565	30,378	307,757	305,466
Chittagong	5,544	5,705	261	143	24,019	23,224	620	647	30,444	29,719	201,902	193,640
Patna	11,829	11,797	14,551	13,864	2,473	2,393	305	595	29,158	28,649	239,134	232,779
Bhagalpur	3,095	3,077	4,441	4,448	1,267	917	667	1,330	9,470	9,772	131,850	121,573
Orissa	726	706	5,267	6,031	137	142	72	65	6,202	6,944	129,360	136,016
Orissa Tributary Mahals.	...	...	1,396	662	...	...	...	290	1,396	952	23,296	25,965
Chota Nagpur ...	380	359	123	355	148	266	218	787	869	1,767	91,515	92,892
European Institutions.	...	...	...	...	...	...	...	...	...	...	8,384	8,302
Total ...	25,706	27,100	31,799	29,348	53,220	54,008	4,884	7,427	115,609	117,883	1,892,874	1,865,252

EDUCATION TABLE No. 11.

Collegiate Education.

Statement showing the attendance of Arts Colleges on the 31st March 1905, and of four preceding years.

Arts Colleges.	Monthly fee-rate.	Number on the Rolls on the 31st March of the year.				
		1901.	1902.	1903.	1904.	1905.
1	2	3	4	5	6	7
Government (11).	Rs.					
First-grade Colleges:—						
1. Presidency College	12, 10, 6, 4	645	611	573	582	703
2. Hooghly ,, ...	6	123	117	119	114	153
3. Dacca ,, ...	6	401	412	360	296	257
4. Krishnagar ,, ...	5	89	77	74	94	108
5. Patna ,, ...	6	179	149	151	133	146
6. Kavenshaw ,, ...	5, 4	97	109	132	138	150
7. Rajshahi ,, ...	3	170	190	170	148	151
8. Bethune ,, ...	3	42	36	24	30	26
9. Sanskrit ,, ...	5, 2	88	66	54	63	57
Second-grade Colleges:—						
10. Calcutta Madrasah	2	45	38	43	41	43
11. Chittagong College	3	69	80	86	70	64
Total ...	...	1,948	1,885	1,786	1,709	1,858
Municipal College (1).						
1. Midnapore College	5	48	52	50	46	52
Aided Colleges (7).						
1. General Assembly's Institution	5	550	648	620	681	556
2. Free Church Institution	5	466	386	405	374	362
3. St. Xavier's College	6	439	394	380	375	340
4. L. M. S. College, Bhawanipur	5	98	123	97	104	97
5. Victoria College, Narail	3	63	69	24	25	27
6. LaMartinière for Girls	10, 8, 5	3	16	1	45	34
7.* Dublin University Mission College, Hazaribagh	5	39	36	29	21	73
Total ...	...	1,658	1,672	1,556	1,625	1,489
Unaided Colleges (27).						
1. Metropolitan Institution	4, 3	647	660	575	501	547
2. City College	4, 3	274	383	328	385	372
3. Albert ,, ...	3	96	84	101	106	79
4. Ripon ,, ...	4, 3	597	526	565	732	831
5. Raj College, Burdwan	Free	284	255	269	263	185
6. Jagannath College, Dacca	3	265	231	200	210	369
7. Berhampore College	3	166	156	132	200	215
8. Tej Narayan Jubilee College, Bhagalpur ...	5, 4	162	173	147	138	166
9. Bangabasi College	4, 3	569	616	773	689	478
10. LaMartinière for Boys	8, 5	3	Not returned.	Not returned.	15	17
11. Braja Mohan Institution, Barisal	3	331	275	386	370	391
12. Bihar National College, Bankipore	4, 3	212	107	138	169	180
13. Doveton College	5	6	24	27	35	17
14. Loreto House	10	2	3	2	4	6
15. Central College	4, 3	119	135	124	104	59
16. Uttarpara ,, ...	4	54	60	73	79	69
17. Hetampur ,, ...	2-8 as.	25	19	37	40	31
18. Monghyr Diamond Jubilee College ...	4	48	27	34	39	26
19. Pabna Institution	3	75	93	72	72	75
20. Bishop's College	5	18	6	11	17	16
21. Bhumihar Brahman College, Muzaffarpur ...	4	128	154	121	71	135
22. Church Missionary Society's College	3	8	8	9	6	34
23. Comilla Victoria College	3	135	158	131	98	142
24. Pramatha-Manmatha College, Tangail	3	82	99	114	98	84
25. City College, Mymensingh	3	...	...	77	81	94
26. Daulatpur Hindu Academy	3	...	...	32	76	61
27. Wesleyan Mission College, Bankura	4	...	...	...	37	39
Total ...	...	4,306	4,252	4,378	4,629	4,679

* The Dublin University Mission College at Hazaribagh has been transferred from the *unaided* to the *aided* list.

EDUCATION TABLE No. 12.

COLLEGIATE EDUCATION.

Statement showing the Expenditure incurred in Government, Aided and Unaided Arts Colleges during the year 1904-1905.

ARTS COLLEGES.	Number of pupils on the rolls on the 31st March 1905.	Average monthly roll-number.	Average daily attendance.	EXPENDITURE IN 1904-1905					COST PER ANNUM OF EACH STUDENT.		
				From public funds.		From private funds.		Total.	From public funds.	From private funds.	Total.
				Provincial revenues.	District or municipal funds.	Fees.	Endowments and other sources.				
1	2	3	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government (11).											
1. Presidency College	703	685	589	1,06,141	...	98,455	...	2,04,596	180 3 3	167 2 5	347 5 8
2. Hooghly ,, ...	153	137	110	14,916	...	11,037	...	25,953	108 14 0	80 9 0	189 7 0
3. Dacca ,, ...	257	278	245	30,942	...	22,375	...	53,317	111 4 10	80 7 9	191 12 7
4. Krishnagar ,, ...	108	109	89	14,419	...	5,892	1,712	22,023	132 0 0	70 0 0	202 0 0
5. Patna ,, ...	146	122	106	38,258	...	10,018	102	48,378	313 9 6	82 15 3	396 8 9
6. Ravenshaw ,, ...	150	135	134	16,295	...	6,979	943	24,217	120 11 3	58 10 11	179 6 2
7. Rajshahi ,, ...	151	167	145	3,856	...	6,575	10,237	20,668	23 1 5	100 10 9	123 12 2
8. Bethune ,, ...	26	30	19	11,280	...	1,122	...	12,402	376 0 0	34 1 0	410 1 0
9. Sanskrit ,, ...	57	65	54	23,900	...	2,344	...	26,244	367 11 0	36 1 0	403 12 0
10. Calcutta Madrasah	43	43	38	11,319	...	1,213	...	12,532	263 3 8	28 3 4	291 7 0
11. Chittagong College	64	68	51	7,039	...	2,978	82	10,099	103 8 2	45 0 0	148 8 2
Total ...	1,858	1,889	1,580	2,78,365	...	1,68,988	13,076	4,60,429	151 5 10	99 0 0	250 5 11
Total for 1903-1904 ...	1,709	1,928	1,619	2,34,596	...	1,72,994	12,894	4,20,484	121 10 10	96 6 6	218 1 4
Municipal (1).											
1. Midnapore College	52	60	45	850	...	2,881	1,849	5,580	14 2 0	78 13 0	92 15 0
Total for 1903-1904 ...	46	51	37	850	169	3,014	1,636	5,669	19 15 8	91 2 10	111 2 6
Aided (7).											
1. General Assembly's Institution	556	589	490	9,600	...	29,338	20,083	59,021	16 4 9	83 14 6	100 3 3
2. Free Church Institution and Duff College.	362	362	274	7,800	...	15,302	17,308	40,410	21 8 9	90 1 3	111 10 0
3. St. Xavier's College	340	320	275	5,400	...	9,212	27,388	42,000	16 14 0	114 6 0	131 4 0
4. London Missionary Society's College, Bhawanipur.	97	96	82	3,000	...	3,077	8,611	14,688	31 4 0	121 12 0	153 0 0
5. Victoria College, Narail	27	25	21	2 800	..	779	1,732	5,311	112 0 0	100 7 0	212 7 0
6. LaMartinière for Girls	34	35	33	650	...	17,785	32,121	50,556	18 9 1	1,425 14 2	1,444 7 3
7.* Dublin University Mission College, Hazaribagh.	73	70	67	3,000	...	2,813	4,404	10,217	42 13 8	103 1 7	145 15 3
Total ...	1,489	1,497	1,242	32,250	...	78,306	1,11,647	2,22,203	21 8 8	126 14 2	148 6 10
Total for 1903-1904 ...	1,604	1,638	1,443	21,600	...	68,490	73,211	1,63,301	13 2 11	86 8 2	99 11 1
Unaided (27).											
1. Metropolitan Institution ...	547	522	485	...	...	24,365	...	24,365	...	32 5 9	32 5 9
2. City College	372	330	248	...	...	7,930	10,300	18,230	...	55 3 10	55 3 10
3. Albert ,, ...	79	51	28	...	...	1,578	1,495	3,073	...	60 4 0	60 4 0
4. Ripon ,, ...	831	786	534	...	...	21,288	...	21,288	...	27 1 9	29 1 9
5. Raj College, Burdwan	185	205	144	...	...	...	9,500	9,500	...	46 5 5	46 9 5
6. Jagannath College, Dacca ...	369	269	226	...	...	11,172	113	11,785	...	43 12 11	43 12 11
7. Berhampore College	215	210	209	...	...	5,165	15,386	20,751	...	98 13 0	98 13 0
8. Tej Narayan Jubilee College, Bhagalpur.	166	117	79	...	...	6,514	7,435	13,949	...	119 3 6	119 3 6
9. Bangabasi College	478	428	369	...	...	15,308	13,958	29,266	...	63 6 0	68 6 0
10. LaMartinière for Boys	17	14	13	...	...	24,633	46,053	70,686	...	3,289 7 6	3,289 7 6
11. Braja Mohan Institution, Barisal	391	399	293	...	...	10,777	...	10,777	...	27 0 0	27 0 0
12. Bihar National College, Bankipore.	180	184	147	...	...	10,916	...	10,916	...	39 6 6	39 6 6
13. Doveton College, Calcutta ...	17	18	16	...	...	1,050	4,540	5,590	...	310 8 11	310 8 11
14. Loreto House	6	3	3	...	...	360	...	360	...	120 0 0	120 0 0
15. Central College	59	63	43	...	...	1,102	4,903	6,005	...	95 5 1	95 5 1
16. Uttarpara College	60	67	56	...	...	3,475	...	3,475	...	51 13 10	51 13 10
17. Hetampur College	31	34	29	...	...	540	4,582	5,122	...	150 10 4	150 10 4
18. Monghyr Diamond Jubilee College.	26	34	26	...	...	1,602	2,570	4,172	...	122 10 9	122 10 9
19. Pabna Institution...	75	75	62	...	...	2,286	636	2,922	...	38 15 4	38 15 4
20. Bishop's College	16	22	21	...	...	1,320	9,230	10,550	...	494 1 5	494 1 5
21. Bhumihar Brahman College, Muzaffarpur.	105	105	79	...	...	4,271	4,463	8,734	...	83 2 10	83 2 10
22. Church Missionary Society's College.	34	36	32	...	...	709	2,051	2,760	...	76 10 2	76 10 2
23. Comilla Victoria College ...	142	119	108	...	...	3,380	1 255	4,635	...	38 15 2	38 15 2
24. Pramatha-Manmatha College, Tangail.	84	78	65	...	...	457	4,561	5,018	...	47 5 4	64 5 4
25. City College, Mymensingh ...	94	104	92	...	...	3,902	3,393	7,295	...	70 2 3	70 2 3
26. Daulatpur Hindu Academy ...	61	66	49	...	...	1,745	2,205	3,950	...	59 13 8	59 13 8
27. Bankura Wesleyan Mission College.	39	42	22	...	...	2,322	4,606	6,928	...	165 15 3	165 15 3
Total ..	4,679	4,381	3,478	...	...	1,68,867	10,10,314	3,22,102	...	73 8 5	73 8 5
Total of Unaided Colleges for 1903-1904	4,650	4,693	3,681	...	...	1,48,351	1,05,872	2,54,223	...	54 2 9	54 2 9
GRAND TOTAL FOR 1904-1905 ...	8,078	7,777	6,345	3,11,465	...	4,19,042	2,79,807	1,53,235	40 0 9	89 13 9	129 14 6
GRAND TOTAL FOR 1903-1904 ...	8,009	8,310	6,780	2,57,046	169	3,92,849	1,93,613	8,43,011	30 15 0	70 0 2	101 8 4
GRAND TOTAL FOR 1902-1903 ..	8,030	8,293	6,862	2,47,635	...	3,82,360	1,91,548	8,21,545	29 13 9	69 3 3	99 1 0

* Transferred from the unaided list of last year.

EDUCATION TABLE No. 13.

Statement showing the results of the First Arts Examination held in March 1905.

Name of College.	Number of candidates.	Number passed in the—			Total passed.	Percentage of success.
		First division.	Second division.	Third division.		
1	2	3	4	5	6	7
Government Colleges.						
1. Presidency College	82	13	17	12	42	51·2
2. Hooghly ,, ...	53	7	9	11	27	50·9
3. Dacca ,, ...	64	7	10	20	37	57·8
4. Krishnagar ,, ...	40	2	8	9	19	47·5
5. Patna ,, ...	53	...	5	11	16	27·5
6. Ravenshaw ,, ...	55	3	9	20	32	58·1
7. Rajshahi ,, ...	93	2	8	31	41	44·0
8. Bethune ,, ...	8	1	4	1	6	75
9. Sanskrit ,, ...	29	...	8	6	14	48·2
10. Calcutta Madrassah	20	1	3	5	9	45
11. Chittagong College	36	3	3	10	16	44·4
Total ...	538	39	84	136	259	48·1
Municipal.						
1. Midnapore College	38	...	4	14	18	47·3
Aided.						
1. General Assembly's Institution	158	7	47	32	86	56·7
2. Free Church Institution and Duff College	82	2	9	18	29	35·3
3. St. Xavier's College	87	2	7	5	14	16·0
4. L. M. S. College, Bhawanipur	38	1	3	8	12	31·5
5. Narail Victoria College	21	1	2	3	6	28·5
6. D. U. M. College, Hazaribagh	23	1	2	5	8	36·3
Total ...	409	14	70	71	155	37·9
Unaided.						
1. Metropolitan Institution	180	1	12	16	29	16·1
2. City College	113	2	13	13	28	23·8
3. Albert ,, ...	66	...	3	7	10	15·1
4. Ripon ,, ...	314	...	26	57	83	26·4
5. Burdwan Raj College	70	4	12	23	39	55·7
6. Jagannath College, Dacca	261	...	16	70	86	32·9
7. Berhampore ,, ...	81	2	9	5	16	19·7
8. Tej Narayan Jubilee College, Bhagalpur	80	1	3	5	9	11·2
9. Bangabasi College	206	6	13	44	63	30·5
10. Braja Mohan Institution, Barisal ...	143	2	14	34	50	34·9
11. Bihar National College, Bankipore ...	107	...	2	8	10	9·3
12. Doveton College	16	...	...	...	...	.....
13. Central College...	27	...	1	5	6	22·2
14. Uttarpara College	39	1	2	6	9	23·0
15. Hetampur ,, ...	21	...	4	3	7	33·3
16. Diamond Jubilee College, Monghyr ...	28	...	2	4	6	21·4
17. Pabna Institution	38	1	1	6	8	21·0
18. Bishop's College	6	...	1	1	2	33·3
19. Bhumihar Brahman College, Muzaffarpur	61	...	...	4	4	6·5
20. Church Mission Society's Institution ...	20	...	1	2	3	15
21. Comilla Victoria College	93	1	4	25	30	32·2
22. Pramatha Manmatha Institution, Tangail	51	1	5	9	15	29·4
23. ...ity College, Mymensing	69	1	5	19	25	36·2
24. Daulatpur Hindu Academy*	36*	...	7	3	10	26·0
25. Wesleyan Mission College, Bankura* ...	31*	...	4	19	23	74·1
Total ...	2,157	23	160	388	571	26·4
Grand Total ...	3,142	76	318	609	1,003	31·9
Private candidates ...	96	...	4	6	10	10·4

* These two institutions have not yet been affiliated to the Calcutta University.

EDUCATION TABLE No. 14.

Statement showing the results of the B.A. Examination held in March 1905.

College.	A Course.						B Course.						Total.						
	Candidates.		1st Honours, division.	2nd Honours, division.	Pass.	Total passed.	Candidates.		1st Honours, division.	2nd Honours, division.	Pass.	Total passed.	Candidates.			1st Honours, division.	2nd Honours, division.	Pass.	Total passed.
	Pass.	Honours.					Pass.	Honours.					Pass.	Honours.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Government (8).																			
1. Presidency College ...	77	62	2	17	27	46	70	41	...	6	31	37	147	103	250	2	23	58	83
2. Hooghly ,, ...	16	2	...	1	7	8	12	2	...	...	1	1	28	4	32	...	1	8	9
3. Dacca ,, ...	55	7	...	2	24	26	20	1	...	...	9	9	75	8	83	...	2	33	35
4. Krishnagar ,, ...	4	2	...	1	...	1	7	2	...	2	...	2	11	4	15	...	3	...	3
5. Patna ,, ...	25	11	...	4	8	12	8	2	...	1	4	5	33	13	46	...	5	12	17
6. Ravenshaw ,, ...	10	...	...	...	2	2	15	1	...	...	8	8	25	1	26	...	...	10	10
7. Rajshahi ,, ...	23	1	...	...	7	7	12	...	...	...	3	3	35	1	36	...	...	10	10
8. Bethune ,, ...	4	6	...	...	...	...	...	...	...	...	...	...	4	6	10	...	...	...	...
Total ...	214	91	2	25	75	102	144	49	...	9	56	65	358	140	498	2	34	131	167
Aided (4).																			
1. General Assembly's Institution	85	16	...	5	22	27	46	8	...	3	17	20	131	24	155	...	8	39	47
2. Free Church Institution	82	17	...	4	14	18	32	4	...	1	11	12	114	21	135	...	5	25	30
3. St. Xavier's College ...	17	4	...	1	5	6	37	3	...	...	15	15	54	7	61	...	1	20	21
4. L. M. S. College, Bhawanipur ...	11	2	...	...	4	4	3	1	...	...	1	1	14	3	17	...	...	5	5
Total ...	195	39	...	10	45	55	118	16	...	4	44	48	313	55	368	...	14	89	103
Unaided (12).																			
1. Metropolitan Institution	116	11	...	...	14	14	38	4	...	...	7	7	154	15	169	...	...	21	21
2. City College ...	49	4	...	...	6	6	81	12	...	4	22	26	130	16	146	...	4	28	32
3. Ripon ,, ...	105	12	...	...	17	17	99	12	...	1	20	21	204	24	228	...	1	37	38
4. Berhampore ,, ...	20	3	...	1	4	5	12	1	...	...	2	2	32	4	36	...	1	6	7
5. Tej Narayan Jubilee College	35	1	...	...	8	8	17	1	...	...	3	3	52	2	54	...	...	11	11
6. Bangabasi College ...	79	5	...	...	8	8	77	3	...	1	6	7	156	8	164	...	1	14	15
7. Braja Mohan Institution, Barisal	63	3	...	1	12	13	24	1	...	...	7	7	87	4	91	...	1	19	20
8. Bihar National College, Bankipur	35	1	...	...	5	5	9	...	...	...	...	...	44	1	45	...	...	5	5
9. Doveton College ...	9	2	...	1	...	1	...	...	...	...	...	...	9	2	11	...	1	...	1
10. Central ,, ...	10	2	...	...	2	2	...	...	...	...	...	...	10	2	12	...	...	2	2
11. Bishop's College ...	1	...	...	...	1	1	1	1	...	1	...	1	2	1	3	...	1	1	2
12. Bhumihar Brahman College...	15	...	...	...	6	6	2	...	...	...	...	...	17	...	17	...	...	6	6
Total ...	537	44	...	3	83	86	360	35	...	7	67	74	897	79	976	...	10	150	160
Grand Total ...	946	174	2	38	203	243	622	100	...	20	167	187	1,568	274	1,842	2	58	370	430
Private Candidates ...	95	13	...	2	24	26	50	3	...	...	7	7	145	16	161	...	2	31	33

EDUCATION TABLE No. 15.

Statement showing the results of the M.A. Examination held in November 1904.

Name of Institution.	English.		Sanskrit. (A).		Sanskrit. (B).		Sanskrit. (D).		Arabic.		Persian.		History.		Philosophy.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Government Colleges (8).																
1. Presidency College.	21	6	...	...	...	...	...	...	...	...	...	...	5	3	4	2
2. Hooghly College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Dacca ,,	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Krishnagar ,,	1	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
5. Patna ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
6. Rajshahi ,,	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Ravenshaw ,,	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Sanskrit ,,	...	...	4	...	...	...	2	...	...	...	...	...	...	...	...	...
Total ...	26	6	4	...	...	...	2	...	...	...	1	...	5	3	4	2
Aided (2).																
1. General Assembly's Institution.	8	2	...	...	...	...	...	...	...	...	...	...	...	...	9	
2. Free Church Institution and Duff College.	...	...	...	...	...	...	...	...	...	...	1	1	7	3	3	...
Total ...	8	2	...	...	...	...	...	...	...	...	1	1	7	3	12	2
Unaided (2).																
1. Metropolitan Institution.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bangabasi College.	6	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Grand Total	...	...	...	...	...	...	...	...	...	...	...	...		...	...	...
Private students, including teachers.	18	...	1	1	1	...	1	...	1	...	9	5	3	1	24	3
Grand Total (including private students).	58	10	5	1	1	...	3	...	1	...	11	6	15	7	40	7

EDUCATION TABLE No. 15—*concluded.*

Name of Institution.	Mathematics. (A). Number of candidates.	Mathematics. (A). Number passed.	Mathematics. (B). Number of candidates.	Mathematics. (B). Number passed.	Chemistry (C). Number of candidates.	Chemistry (C). Number passed.	Physics. (B). Number of candidates.	Physics. (B). Number passed.	Physics. (C). Number of candidates.	Physics. (C). Number passed.	Physics. (D). Number of candidates.	Physics. (D). Number passed.	Geology. Number of candidates.	Geology. Number passed.	Total. Number of candidates.	Total. Number passed.
	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
Colleges.																
Government (8).																
1. Presidency College.	...	...	9	4	7	4	...	...	18	6	...	...	1	...	65	25
2. Hooghly College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
3. Dacca ,,	...	...	...	...	1	...	...	...	...	...	...	...	...	...	2	...
4. Krishnagar ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
5. Patna ,,	...	...	...	...	1	...	...	...	...	...	...	...	...	...	1	...
6. Rajshahi ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
7. Ravenshaw ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
8. Sanskrit ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	...
Total ...	...	...	9	4	9	4	...	...	18	6	...	...	1	...	79	25
Aided (2).																
1. General Assembly's Institution.	11	2	...	...	...	...	...	...	...	...	...	...	...	...	28	6
2. Free Church Institution and Duff College.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	4
Total ...	11	2	...	...	...	...	...	...	...	...	...	...	...	...	39	10
Unaided (2).																
1. Metropolitan Institution.	...	...	1	1	...	...	...	...	...	...	...	...	...	...	1	1
2. Bangabasi College.	...	...	...	...	...	...	...	...	...	...	1	1	...	...	7	3
Total ...	...	...	1	1	...	...	...	...	...	...	1	1	...	...	8	4
Grand Total ...	11	2	10	5	9	4	...	...	18	6	1	1	1	...	126	39
Private students, including teachers.	3	1	...	...	1	1	2	1	1	...	1	1	...	...	66	14
Grand Total (including private students).	14	3	10	5	10	5	2	1	19	6	2		1	...	192	53

EDUCBTION TABLE No. 16.

Secondary Education.

Statement showing in detail the attendance and expenditure in classes of Secondary Schools for Indian boys for the year 1904-1905.

Class of School.	Number of schools.	Number of pupils on the rolls on the 31st March 1905.	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	Public Funds. District Funds.	Public Funds. Municipal Funds.	Private Funds. Fees.	Private Funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
High Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	50	13,376	12,956	10,422	1,87,885	...	...	3,03,933	7,213	4,99,031
Do. by District or Municipal Boards	5	2,117	2,068	1,585	2,724	5,533	950	43,532	6,731	59,470
Aided by Government, District or Municipal Boards	239	43,907	43,313	33,482	92,808	3,629	6,629	5,90,874	1,37,595	8,31,535
Unaided*	274	63,056	62,679	48,457	...	...	...	8,17,756	2,19,787	10,37,543
Total ...	568	122,456	121,016	93,946	2,83,417	9,162	7,579	17,56,095	3,71,326	24,27,579
Middle English.										
Managed by Government	5	395	384	297	9,185	...	...	2,621	...	11,806
Do. by District or Municipal Boards	40	3,403	3,410	2,730	...	11,681	715	17,246	4,510	34,152
Aided by Government, District or Municipal Boards	722	51,361	51,661	41,352	21,380	1,22,550	5,408	2,77,702	1,54,652	5,81,692
Unaided*	267	19,203	18,973	14,726	...	...	...	69,025	93,594	1,62,619
Total ...	1,034	74,362	74,428	59,105	30,565	1,34,231	6,123	3,66,594	2,52,756	7,90,269
Middle Vernacular.										
Managed by Government	19	1,256	1,125	874	7,818	...	300	2,068	268	10,454
Do. by District or Municipal Boards	142	8,216	7,990	6,388	...	38,165	428	26,463	4,849	69,905
Aided by Government, District or Municipal Boards	621	33,749	33,768	27,349	38,334	46,362	2,612	1,26,879	54,902	2,69,089
Unaided*	70	4,360	4,325	3,460	...	...	...	12,456	18,439	30,895
Total ...	852	47,581	47,208	38,071	46,152	84,527	3,340	1,67,866	78,458	3,80,343
Grand Total ...	2,454	244,399	242,652	191,122	3,60,134	2,27,920	17,042	22,90,555	7,02,540	35,98,191

* Includes schools in Native States.

EDUCATIOT TABLE No. 17.

Statement showing the results of the Entrance Examination for 1904 and 1905.

Class of Schools.	1904. Number of competing schools.	1904. Number of candidates.	1904. Passed in the First Division.	1904. Passed in the Second Division.	1904. Passed in the Third Division.	1904. Total.	1904. Percentage.	1905. Number of competing schools.	1905. Number of candidates.	1905. Passed in the First Division.	1905. Passed in the Second Division.	1905. Passed in the Third Division.	1905. Total.	1905. Percentage.
Government schools	58	1,154	131	223	245	599	51·9	58	1,197	114	235	284	633	52·8
Schools under private management. Aided ...	222	1,722	98	256	369	723	41·9	227	1,701	100	251	412	763	44·9
Schools under private management. Unaided	242	3,095	135	327	567	1,029	33·2	244	2,897	147	374	562	1,083	37·4
Total ...	522	5,971	364	806	1,181	2,351	39·3	529	5,795	361	860	1,258	2,479	42·8

EDUCATION TABLE No. 18.

Statement showing the results of the Government Collegiate Schools for 1903-1904 and 1904-1905.

Name of School.	Number on the rolls on the 31st March 1905.	1904.					1905.						Merit Marks.	
		Number of candidates.	Number passed in the First Division.	Number passed in the Second Division.	Number passed in the Third Division.	Total.	Number of students in the Entrance class on the 31st December 1904.	Number of candidates.	Number passed in the First Division.	Number passed in the Second Division.	Number passed in the Third Division.	Total.	1904.	1905.
1. Dacca Collegiate School ...	454	52	7	13	16	36	72	63	4	20	11	35	39·8	30·6
2. Hindu School	505	81	12	15	18	45	122	95	17	10	22	49	43·0	37·4
3. Patna Collegiate School ...	146	19	...	1	5	6	29	27	...	5	3	8	1·0	3·6
4. Hare School	289	28	4	6	6	16	56	36	4	10	9	23	9·4	16·8
5. Hooghly Collegiate School ...	185	24	5	5	7	17	35	28	3	4	9	16	20·9	11·9
6. Ravenshaw ,, ,, ...	328	41	5	1	6	12	45	25	3	2	3	8	5·4	2·3
7. Chittagong ,, ,, ...	199	30	1	5	9	15	43	31	2	3	3	8	7·1	2·5
8. Rajshahi ,, ,, ...	274	33	4	3	5	12	63	41	2	9	14	25	6·9	15·0
9. Krishnagar ,, ,, ...	171	11	2	5	4	11	23	12	2	5	2	9	10·0	7·0
10. Sanskrit ,, ,, ...	209	15	4	1	3	8	23	16	...	5	6	11	9·1	7·7
11. Anglo-Persian Department, Calcutta Madrasah	335	18	4	8	2	14	25	20	3	6	2	11	23·3	10·1
12. Bethune Collegiate School ...	174	5	...	1	3	4	9	7	...	...	1	1	2·0	·1

EDUCATION TABLE No. 19.

Statement showing the qualifications of Teachers in Government, Aided and Unaided High Schools for Boys and Girls during the year 1904-1905.

Class of Schools.		Number of schools.	Number of teachers employed.	Holders of Certificates of															Number of vacancies which occurred during the year.
				M. A.	B. A.	F. A.	Entrance.	Vernacular mastership. First grade.	Vernacular mastership. Lower grade.	Guru Training School.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title examination.	Madrasah Central examination.	Other examinations.	Holding no certificate.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English	Government ... M.	55	855	57	166	154	169	66	1	2	5	12	...	...	55	37	48	83	92
	Government ... F.	2	24	1	4	5	4	4	...	...	...	...	...	...	...	...	1	5	2
	Aided ... ... M.	239	2,521	39	360	441	507	206	36	9	87	111	6	3	173	57	64	422	281
	Aided ... ... F.	7	56	1	6	11	8	4	...	...	...	5	2	1	...	...	8	10	8
	Unaided ... ... M.	274	3,148	66	489	593	634	135	25	8	123	132	18	7	254	76	57	531	370
	Unaided ... ... F.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total ... M.	568	6,524	162	1,015	1,188	1,310	407	62	19	215	255	24	10	482	170	169	1,036	743
	Total ... F.	9	80	2	10	16	12	8	...	...	...	5	2	1	...	...	9	15	10
Grand Total ...		577	6,604	164	1,025	1,204	1,322	415	62	19	215	260	26	11	482	170	178	1,051	753

N.B. { M stands for schools for males. F stands for schools for females.

EDUCATION TABLE No. 20.

Primary Education.

Statement showing the attendance and expenditure of Upper Primary Schools for Indian boys for 1904-05.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1905.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	Public Funds. District Funds.	Public Funds. Municipal Funds.	Private Funds. Fees.	Private Funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	134	5,645	5,376	3,873	17,232	219	123	2,412	63	20,049
Do by District or Municipal Boards...	11	370	353	254	75	793	485	385	.....	1,738
Aided by Government or District or Municipal Boards	4,692	208,672	202,332	160,615	47,613	2,32,271	18,107	3,41,870	86,078	7,25,933
Unaided	105	4,416	3,996	3,279	.....	.....	.....	6,028	8,063	14,091
Total for 1904-05	4,942	219,103	212,057	168,021	64,920	2,33,283	18,715	3,50,695	94,204	7,61,817
Total for 1903-04	4,845	216,609	202,017	161,460	51,071	2,24,211	17,744	3,35,960	89,627	7,18,613

EDUCATION TABLE No. 21.

Statement showing the attendance and expenditure of Lower Primary Schools for Indian boys for 1904-05.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1905.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Private Funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	2	35	34	30	180	12	.....	.....	.....	192
Do. by District or Municipal Boards	8	376	367	294	.....	638	489	417	.....	1,544
Aided by Government or District or Municipal Boards	34,862	967,964	919,901	743,855	1,09,041	6,74,881	48,333	13,16,588	2,69,286	24,18,129
Unaided	8,362	169,255	150,871	126,858	.....	.....	.....	2,26,669	55,147	2,81,816
Total for 1904-05	43,234	1137,630	1071,173	871,037	1,09,221	6,75,531	48,822	15,43,674	3,24,433	27,01,681
Total for 1903-04	44,248	1176,388	1089,228	881,513	1,06,657	6,73,428	47,061	16,26,161	3,47,037	28,00,344

EDUCATION TABLE No. 22.

Statement showing the amount of Expenditure incurred on Primary Education for Indian Pupils in the Lower Provinces of Bengal for 1904-1905.

	Number of Schools.	Number of Pupils.	Expenditure from— Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Private Funds. Fees.	Subscriptions and other sources.	Total of Public Funds.	Total of Private Funds.
1	2	3	4	5	6	7	8	9	10
Primary Schools (Government and Aided).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For boys ... ... Upper	4,837	214,687	64,920	2,33,283	18,715	3,44,667	86,141	3,16,918	4,30,808
For boys ... ... Lower	34,872	968,375	1,09,221	6,75,531	48,822	13,17,005	2,69,286	8,33,574	15,86,291
Total ...	39,709	1,183,062	1,74,141	9,08,814	67,537	16,61,672	3,55,427	11,50,492	20,17,099
For girls ... ... Upper	231	10,580	25,582	6,056	4,006	6,807	51,982	35,644	58,789
For girls ... ... Lower	3,951	76,774	41,311	83,142	5,922	8,851	67,650	1,31,375	76,501
Total ...	4,182	87,354	66,893	89,198	10,928	15,658	1,19,632	1,67,019	1,35,290
Total for all Primary Schools (including Government, aided and unaided)	53,044	1,455,344	2,41,034	9,98,012	78,465	19,11,179	5,49,331	13,17,511	24,60,510
Proportionate expenditure of the Primary Departments of all secondary schools for Indian pupils	...	...	1,39,435	1,07,251	9,158	7,60,313	2,85,724	2,55,844	10,46,037
Grand Total of *Direct Expenditure* on Primary Education for Indian pupils (male and female)	...	...	3,80,469	11,05,263	87,623	26,71,492	8,35,055	15,73,355	35,06,547
Indirect Expenditure.									
(1) Charges for abolished primary schools (including Primary Fund schools)	...	...	3,873	22,730	874	...	...	27,477	...
(2) Charges for buildings and furniture for primary schools, or for Technical or any other schools paid from Primary Funds	...	...	12,427	10,346	3,886	...	...	26,659	...
(3) Charges for subordinate Inspecting agency	...	...	9,380	1,08,446	4,115	...	...	1,21,941	...
(4) Lower Primary scholarships (including other scholarships paid from Primary Fund)	...	...	3,754	36,475	690	...	...	40,919	...
(5) Miscellaneous charges incurred on Primary education, including charges incurred from primary allotments, such as purchase of prize-books, grants to Technical schools, money-order commissions, &c.	...	...	8,713	49,324	2,134	...	...	60,171	...
(6) Charges for the conduct of Lower Primary Scholarship Examination	...	...	41	2,830	12	...	...	2,883	...
(7) Add 80 per cent. of actual charges for Sub-Inspectors	...	...	16,193	2,14,538	699	...	...	2,31,430	...
Total of Indirect Expenditure from public funds ...	...	...	54,381	4,44,689	12,410	...	...	5,11,480	...
Grand total of direct and indirect expenditure from public funds	...	...	4,34,850	15,49,952	1,00,033	...	...	20,84,835	...

EDUCATION TABLE No. 23.

Statement showing the expenditure from the Grants for Primary Education under the Department and the District and Municipal Boards, and the general Progress of Primary Education during the year 1904-1905.

District.	Population (Census of 1901).	Amount paid in subsistence allowance.	Amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of pupils* passed.				Of the pupils in Primary Schools during 1904-1905.				Remarks.
					Upper primary scholarship examination.		Lower primary scholarship examination.		The number in Standard I class.		The number in the third year of infant class.		
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Burdwan Division.		Rs.	Rs.	Rs.									
Burdwan	1,532,475	12,292	16,994	29,286	1,439	11	2,731	41	5,311	248	5,799	520	
Birbhum	902,280	8,326	5,078	13,404	630	1	1,522	19	3,437	87	4,034	233	
Bankura	1,116,411	19,245	3,084	22,329	735	13	1,984	68	6,946	243	5,240	447	
Midnapore	2,789,114	24,853	42,136	66,989	913	39	4,517	195	15,454	1,243	20,616	2,228	
Hooghly	1,049,282	18,333	5,693	24,026	692	19	1,633	40	4,213	346	5,821	584	
Howrah	850,514	12,075	4,983	17,058	754	10	1,553	15	5,929	176	6,080	329	
Total ...	8,240,076	95,124	77,968	1,73,092	5,163	93	13,940	378	41,290	2,343	47,590	4,341	
Presidency Division.													
24-Parganas	2,078,340	30,638	17,155	47,793	1,519	15	4,051	55	7,958	272	8,703	400	
Nadia	1,667,491	24,372	1,521	25,893	912	7	1,667	17	3,236	297	4,156	478	
Murshidabad	1,333,184	11,385	5,706	17,091	208	5	1,258	29	2,222	33	3,921	74	
Jessore	1,813,274	18,640	4,635	23,275	945	...	2,944	31	5,620	426	5,974	691	
Khulna	1,253,043	18,390	5,337	23,727	527	...	1,120	27	3,751	252	3,892	352	
Total ...	8,145,332	1,03,425	34,354	1,37,779	4,111	27	11,240	159	22,787	1,280	26,646	1,995	
Calcutta	847,796	9,654	8,660	18,314	542	82	896	191	1,365	451	1,786	614	
Rajshahi Division.													
Rajshahi	1,462,407	16,537	4,799	21,336	516	...	1,229	15	2,112	60	2,659	143	
Dinajpur	1,567,080	8,286	11,703	19,989	234	1	796	17	2,856	73	4,226	182	
Jalpaiguri	787,380	12,825	3,694	16,519	111	1	485	7	1,358	58	2,019	137	
Darjeeling	249,117	11,649	...	11,649	13	...	22	2	339	37	648	58	
Rangpur	2,154,181	19,968	14,712	34,680	573	...	2,108	16	4,525	88	4,525	166	
Bogra	854,533	5,529	4,507	10,036	326	...	916	6	2,245	38	2,792	61	
Pabna	1,420,461	19,147	...	19,147	995	6	1,873	18	2,799	246	3,283	402	
Total ...	8,495,159	93,941	39,415	1,33,356	2,768	8	7,429	81	16,234	600	20,152	1,149	
Dacca Division.													
Dacca	2,649,522	24,648	14,352	39,000	1,004	2	3,468	62	7,441	520	8,346	1,195	
Mymensingh	3,915,068	24,064	26,151	50,215	1,269	7	3,428	20	8,597	423	9,900	1,139	
Faridpur	1,937,646	20,827	4,290	25,117	883	2	2,090	41	5,803	335	6,963	832	
Backergunge	2,291,752	27,431	16,804	44,235	1,069	12	2,732	130	8,820	527	10,717	1,180	
Total ...	10,793,988	96,970	61,597	1,58,567	4,225	23	11,718	253	30,661	1,805	35,931	4,346	
Chittagong Division.													
Tippera	2,117,991	28,160	9,173	37,333	1,444	1	3,583	29	680	345	8,971	930	
Noakhali	1,141,788	17,390	5,194	22,584	884	2	1,966	25	4,807	157	5,667	423	
Chittagong	1,353,250	19,431	3,364	22,795	710	3	1,812	44	4,940	358	5,308	715	
Chittagong Hill Tracts ...	124,762	8,548	...	8,548	15	...	41	3	192	14	314	33	
Total ...	4,737,731	73,529	17,731	91,260	3,053	6	7,402	101	10,619	874	20,260	2,101	
Patna Division.													
Patna	1,624,985	22,798	6,782	29,580	264	6	1,078	13	4,501	224	5,817	337	
Gaya	2,059,933	20,604	11,112	31,716	133	...	967	6	3,899	154	5,034	380	
Shahabad	1,962,696	21,385	10,785	32,150	199	...	745	5	2,299	19	3,735	59	
Saran	2,409,509	22,479	6,307	28,786	330	...	869	15	2,722	78	2,729	296	
Champaran	1,790,463	13,392	5,668	19,060	119	...	432	...	2,018	31	4,673	285	
Muzaffarpur	2,754,790	27,563	7,868	35,431	180	2	1,296	18	3,573	149	5,996	389	
Darbhanga	2,912,611	29,471	8,709	38,180	111	...	985	5	6,126	206	8,306	461	
Total ...	15,514,987	1,57,672	57,231	2,14,903	1,336	8	6,372	62	25,138	861	36,290	2,207	
Bhagalpur Division.													
Monghyr	2,068,804	23,223	6,818	30,041	104	...	499	20	2,736	211	4,528	375	
Bhagalpur	2,088,953	16,148	5,381	21,529	204	...	675	10	2,086	84	4,656	317	
Purnea	1,874,794	19,608	2,442	22,050	99	...	570	17	2,220	134	5,657	385	
Malda	884,030	6,105	5,425	11,530	366	...	1,213	12	1,712	45	2,754	168	
Sonthal Parganas	1,809,737	23,831	5,929	29,760	442	21	1,609	51	2,767	120	4,640	155	
Total ...	8,726,318	88,915	25,995	1,14,910	1,215	21	4,566	110	11,521	594	22,235	1,900	
Orissa Division.													
Cuttack	2,062,758	27,557	6,160	33,717	358	12	1,027	35	6,387	135	12,548	448	
Balasore	1,071,197	17,591	762	18,353	197	6	427	26	2,150	254	5,684	707	
Angul	191,911	5,810	925	6,735	57	...	121	1	541	27	762	67	
Puri	1,017,284	17,057	1,962	19,019	196	1	538	23	2,028	93	2,988	211	
Total for 1904-1905 ...	4,343,150	68,015	9,809	77,824	808	19	2,113	85	11,106	509	21,982	1,433	
Orissa Tributary Mahals ...	1,947,802	8,018	3,128	11,146	146	1	421	9	2,251	43	4,347	192	
Chota Nagpur Division.													
Hazaribagh	1,177,961	19,106	1,515	20,621	119	...	383	25	1,153	35	1,990	127	
Ranchi	1,187,925	20,477	2,611	23,088	175	9	709	14	2,014	208	3,616	526	
Palamau	619,600	9,916	3,807	13,723	110	...	239	5	684	25	967	86	
Manbhum	1,301,364	20,838	3,260	24,098	222	1	877	15	2,627	105	5.769	468	
Singhbhum	613,579	15,739	...	15,739	157	1	415	13	1,402	86	2,973	236	
Total ...	4,900,429	86,076	11,193	97,269	783	11	2,623	72	7,880	459	15,315	1,443	
Grand Total for 1904-1905	76,692,668	8,61,339	3,47,081	12,28,420	23,524	289	68,720	1,501	180,852	9,619	252,534	21,721	
Grand Total for 1903-1904.	76,692,668	8,61,981	3,30,925	11,92,906	8,486	342	45,808	1,454	190,881	10,289	237,176	21,134	

* Includes private students.

EDUCATION TABLE No. 24.

Training Schools.

Statement showing the number of Training Schools for Masters and Mistresses and pupils attending them for 1903-1904 and 1904-1905.

Class of Schools.	1903-1904.										1904-1905.										Percentage of increase or decrease.	
	Government.		District and Municipal Fund.		Aided.		Unaided.		Total.		Government.		District and Municipal Fund.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Training Schools for Masters.	125	1,278	...	...	7	267	5	34	137	1,579	143	1,971	...	...	6	209	1	17	150	2,197	+9·4	+39·1
Training Schools for Mistresses.	1	8	...	...	15	614	2	33	18	655	...	...	...	...	16	781	3	43	19	824	+5·5	+25·8
Total ...	126	1,286	...	...	22	881	7	67	155	2,234	143	1,971	...	...	22	990	4	60	169	3,021	+9·0	+35·2

EDUCATION TABLE No. 25.

Statement showing attendance and expenditure in Training Schools for 1903-1904 and 1904-1905.

Class of Schools.	Number of Schools.		Number of Pupils.		Expenditure, 1904-1905.					Total.
					From Public Funds.			From Private Funds.		
	1903-04.	1904-05.	1903-04.	1904-05.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees and fines.	Other sources.	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Institutions for Masters—										
Government	125	143	1,278	1,971	1,30,111	803	45	6,620	229	1,37,808
Aided ...	7	6	267	209	3,917	.....	.....	.....	7,531	11,478
Unaided ...	5	1	34	17	.....	.....	.....	.....	1,668	1,668
Total ...	137	150	1,579	2,197	1,34,058	803	45	6,620	9,428	1,50,954
Training Schools for Mistresses—										
Government	1	...	8	...	...	.....	.....	.....	.....	.....
Aided ...	15	16	614	781	26,805	57	.....	3,255	36,937	67,054
Unaided ...	2	3	33	43	.....	.....	.....	.....	626	626
Total ...	18	19	655	824	26,805	57	.....	3,255	37,563	67,680
Grand Total ...	155	169	2,234	3,021	1,60,863	860	45	9,875	46,991	2,18,634
Total Expenditure for 1903-04.... ...	...	...	...	...	1,21,559	543	18	10,115	43,305	1,75,545

EDUCATION TABLE No. 26.

Statement showing results of the first-grade Training Schools for 1904-05.

Name of School.	Second grade Certificate.					First grade Certificate.					Total.		Percentage of success.	Percentage of success, 1903-04.
	Candidates exa-mined.	Number passed.				Candidates exa-mined.	Number passed.				Candidates exa-mined.	Passed.		
		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Calcutta	80	6	41	5	52	32	7	19	2	28	112	80	71·4	54·6
Hooghly	55	10	21	4	35	52	12	20	5	37	107	72	67·2	61·0
Dacca	73	1	21	5	27	26	4	9	3	16	99	43	43·4	48·6
Chittagong	48	7	6	3	16	18	4	5	2	11	66	27	40·9	57·1
Rangpur	29	7	15	6	28	18	3	9	1	13	47	41	87·2	60·0
Kishnagar C. M. S. (aided)	9	...	3	2	5	3	...	2	...	2	12	7	58·3	40·0
Total ...	294	31	107	25	163	149	30	64	13	107	443	270	60·9	56
Patna	30	1	18	2	21	23	1	16	1	18	53	39	73·5	44·1
Ranchi	15	1	6	2	9	4	...	1	...	1	19	10	52·6	42·8
Cuttack	28	1	10	7	18	26	1	11	4	16	54	34	62·9	34·4
Total ...	73	3	34	11	48	53	2	28	5	35	126	83	65·8	55·2
Grand Total ...	367	34	141	36	211	202	32	92	18	142	569	353	...	....
Grand Total for 1903-1904 ...	368	19	155	12	186	113	11	63	2	76	471	262	...	.....

EDUCATION TABLE No. 27.

Statement showing the Results of the English Teachership Examination for 1904-1905.

Name of centre.	First grade.		Second grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7
Calcutta	3	3	2	2	5*	5*

* All are private candidates.

EDUCATION TABLE No. 28.

Statement showing qualifications of Teachers in Government, Aided and Unaided Schools for boys and girls during the year 1904-1905.

Class of School.	Number of schools.	Number of teachers employed.	Holders of certificates.														Holding no certificate.	Number of vacancies which occurred during the year.	Remarks.
			M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru-training school.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title examination.	Madrassah Central examination.	Other examinations.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Middle English.																			
1. Burdwan	276	1,190	...	1	61	244	228	45	12	157	182	28	4	4	2	4	218	112	
2. Presidency	168	733	...	...	43	162	109	36	21	90	95	9	5	...	...	...	163	82	
3. Calcutta	15	101	...	2	10	15	19	7	2	10	5	...	...	6	3	2	20	10	
4. Rajshahi	110	431	...	...	34	90	84	23	4	51	67	16	2	2	...	1	57	51	
5. Dacca	199	847	...	...	31	196	147	48	...	75	175	39	7	...	2	...	127	103	
6. Chittagong ...	85	353	..	...	11	73	69	17	1	28	97	12	...	...	7	...	38	25	
7. Patna	46	196	...	...	5	45	34	15	...	13	37	10	7	...	...	1	29	23	
8. Bhagalpur	36	165	...	...	7	34	24	11	...	14	36	9	8	...	...	...	22	20	
9. Orissa	46	200	1	...	5	31	36	3	9	35	40	6	2	1	...	1	30	32	
10. Orissa Tributary Mahals.	15	69	...	...	2	12	7	...	2	9	18	7	1	...	...	...	11	11	
11. Chota Nagpur ...	38	176	...	2	4	39	24	13	2	20	26	7	7	1	...	3	28	9	
Total ...	1,034	4,461	1	5	213	941	781	218	53	502	778	143	43	14	14	12	743	478	
Middle Vernacular.																			
1. Burdwan	126	439	...	...	4	46	113	19	4	28	138	11	1	...	...	...	75	39	
2. Presidency	155	502	...	...	7	51	95	26	12	35	162	16	4	1	...	...	93	48	
3. Calcutta	8	44	...	...	3	7	6	3	...	7	5	...	...	2	...	...	11	3	
4. Rajshahi	97	245	...	...	2	14	71	20	2	11	91	12	...	...	1	...	21	35	
5. Dacca	204	538	...	...	3	48	130	19	2	35	186	23	6	1	1	...	84	45	
6. Chittagong	99	309	...	...	1	22	64	19	4	14	135	13	...	...	2	...	35	22	
7. Patna	48	157	...	...	1	3	63	14	1	6	53	5	4	...	...	...	7	14	
8. Bhagalpur ...	49	177	...	...	1	12	38	13	5	4	68	18	6	...	...	...	12	24	
9. Orissa	33	89	...	...	...	1	28	5	6	4	31	1	3	1	...	1	8	4	
10. Orissa Tributary Mahals.	3	8	...	...	...	...	3	...	...	...	4	...	...	...	...	...	1	...	
11. Chota Nagpur ...	30	100	...	...	1	3	31	4	2	1	40	7	6	...	...	...	5	4	
Total ...	852	2,608	...	...	23	207	642	142	38	145	913	106	30	5	4	1	352	238	
Add Total for Middle Schools for girls ...	33	142	...	2	2	11	11	1	2	8	31	29	5	...	...	12	28	8	
Grand Total for Middle Schools, 1904-1905 ...	885	2,750	...	2	25	218	653	143	40	153	944	135	35	5	4	13	380	246	
Grand Total for 1903-1904	1,908	7,076	1	4	230	1,141	1,464	321	104	641	1,701	204	82	19	23	26	1,115	711	
Upper Primary.																			
1. Burdwan	1,024	1,419	...	...	...	11	7	37	18	164	632	276	58	2	2	...	212	62	
2. Presidency	572	860	...	...	1	14	26	25	37	94	298	129	37	1	1	...	197	62	
3. Calcutta	25	74	...	...	...	6	6	1	1	12	16	3	...	...	...	...	30	4	
4. Rajshahi	546	921	...	...	...	7	12	14	15	78	397	247	68	...	...	...	83	83	
5. Dacca	965	1,591	...	...	...	15	23	28	5	168	668	353	119	1	8	...	203	130	
6. Chittagong	586	1,002	...	...	...	3	10	9	4	52	517	246	74	...	10	..	77	33	
7. Patna	294	547	...	1	...	1	10	27	8	23	251	125	75	2	...	...	24	36	
8. Bhagalpur	369	646	...	...	...	3	12	8	13	56	273	178	88	...	...	...	15	79	
9. Orissa	282	529	...	...	...	...	10	9	52	33	180	140	50	...	1	...	54	81	
10. Orissa Tributary Mahals.	65	109	...	...	...	...	2	3	7	8	46	28	4	.	...	...	11	9	
11. Chota Nagpur ...	194	399	...	...	...	3	4	11	19	29	188	94	75	..	...	2	24	18	
Total ...	4,942	8,097	...	1	1	63	116	177	179	717	3,416	1,819	648	6	22	2	930	597	
Add Total for Upper Primary Schools for girls	236	466	...	1	1	7	23	25	5	20	109	77	29	1	...	28	140	20	
Grand Total for Upper Primary Schools for 1904-1905	5,178	8,563	...	2	2	70	139	202	184	737	3,525	1,896	677	7	22	30	1,070	617	
Total for 1903-1904* ...	4,858	7,769	...	1	...	61	111	173	160	629	3,401	1,616	629	7	27	5	949	558	

* Boys' schools.

EDUCATION TABLE No. 29.

Statement showing the attendance and expenditure of the institutions teaching Engineering and Surveying for 1904-1905.

NAME OF INSTITUTIONS.	Number of institutions.	Number of pupils on the 31st March 1905.	Average monthly roll number.	EXPENDITURE— From public funds. From Provincial revenues.	From District funds.	From Municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL. Cost of public funds.	Total cost.
Engineering Colleges.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1, Civil Engineering College, Sibpur	1	339	361	1,13,665	...	...	25,427	...	1,39,092	314 13 9	385 4 8
Government and Aided Survey and Engineering Schools.											
1. Dacca Survey School	1	189	198	16,645	...	...	4,331	1,227	22,203	84 1 0	112 2 2
2. Cuttack ,, ,, ...	1	88	91	4,555	...	...	1,284	...	5,839	50 0 2	72 1 4
3. Bihar School of Engineering ...	1	126	163	24,440	...	...	1,697	1,479	27,616	149 15 0	169 6 9
4. Angul Survey School (aided) ...	1	32	31	406	...	...	14	...	420	13 1 6	13 8 9
Total ...	4	435	483	46,046	...	...	7,326	2,706	56,078	95 5 4	116 1 7
GRAND TOTAL ...	5	774	844	1,59,711	...	...	32,753	2,706	1,95,170	189 3 8	231 3 10

EDUCATION TABLE No. 30.

Statement showing the attendance and expenditure of the institutions teaching Engineering and Surveying for 1904-1905.

NAME OF SCHOOL.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1905.	Average monthly number on the rolls.	EXPENDITURE— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	AVERAGE COST PER PUPIL. Cost to public funds.	Total cost.
ART, INDUSTRY, AGRICULTURE AND COMMERCE.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government School of Art ...	1	245	198	38,052	...	...	5,939	...	43,991	192 2 10	222 2 9
2. Unaided Schools of Art in Calcutta	3	202	174	...	...	...	4,854	7,664	12,518	...	71 15 0
Total ...	4	447	372	38,052	...	...	10,793	7,664	56,509	102 4 2	151 14 5
Government Industrial School.											
1. Ranchi Industrial School ...	1	51	48	3,044	...	...	...	518	3,562	63 6 8	74 3 4
Board Industrial Schools.											
1. Burdwan Technical School ...	1	39	44	...	1,839	240	599	430	3,108	53 4 11	79 11 1
2. Khulna ,, ,, ...	1	11	11	...	131	...	...	...	131	11 14 6	11 14 6
3. Rangpur ,, ,, ...	1	134	132	1,224	1,125	...	1,530	1,764	5,643	17 12 9	42 12 0
4. Boalia D. J. Sericultural School ...	1	37	29	660	1,200	...	164	61	2,085	64 2 2	71 14 4
5. Pabna Technical School ...	1	108	131	1,216	1,647	87	3,361	1,526	7,837	22 8 3	59 12 11
6. Mymensingh Artizan School ...	1	12	14	...	1,381	...	...	1,220	2,601	98 10 3	185 12 6
7. Elliott Artizan School (Comilla)	1	57	80	...	5,045	...	1,996	2,017	9,058	63 1 10	113 3 7
8. Saran Industrial Schools ...	3	38	37	...	612	...	...	52	664	16 8 7	17 15 1
Total ...	10	436	478	3,100	12,980	327	7,650	7,070	31,127	34 5 2	65 1 10
Aided Industrial Schools.											
Burdwan	1	23	24	700	1,098	...	65	321	2,184	78 2 9	94 15 3
Presidency	1	18	20	360	...	...	...	5,532	5,892	18 0 0	294 9 7
Calcutta	2	123	138	360	...	600	...	8,973	9,933	6 0 0	71 0 0
Patna	1	2	2	...	260	...	...	...	260	130 0 0	130 0 0
Orissa	2	59	48	...	300	...	13	797	1,110	6 4 0	23 2 0
Chota Nagpur	12	272	261	925	644	25	...	3,288	4,882	6 1 8	18 11 3
Total ...	19	497	493	2,345	2,302	625	78	18,911	24,261	10 11 1	49 3 9
Unaided Industrial Schools.											
Burdwan	1	36	34	...	...	...	50	110	150	...	4 2 8
Calcutta	2	79	81	...	...	...	...	710	710	...	8 0 0
Chittagong	1	33	54	...	...	...	...	360	360	...	6 10 8
Chota Nagpur	2	30	35	...	...	...	...	...	...	...	...
Total ...	6	228	204	...	...	...	50	1,170	1,220	...	5 15 8
Grand Total of Industrial Schools ...	36	1,212	1,223	8,489	15,282	952	7,778	27,669	60,170	20 3 5	49 3 2
Agriculture.											
The Agricultural class attached to the Civil Engineering College, Sibpur.	1	24	24	8,959	...	...	728	...	9,687	373 4 8	403 10 0
Mai-Agricultural School (Midnapur) ...	1	6	4	...	360	...	...	...	360	90 0 0	90 0 0
Total ...	2	30	28	8,959	360	...	728	...	10,047	332 13 1	358 13 1
Mixed Commercial Schools in Calcutta	3	134	125	...	...	...	5,056	425	5,481	...	43 13 6
GRAND TOTAL ...	45	1,823	1,748	55,500	15,642	952	24,355	35,758	1,32,207	41 3 10	75 10 1

EDUCATION TABLE No. 31.

Female Education.

Statements showing the number of Girls in Primary and Secondary Schools for 1903-1904 and 1904-1905.

	1903-1904.		1904-1905.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	3	329	3	336
Ditto District or Municipal Boards	1	48	1	92
Aided by Government or by District or Municipal Boards.	3,855	81,842	4,217	90,256
Unaided	822	14,214	689	11,356
Total ...	4,681	96,433	4,910	102,040
Girls in Boys' schools	.....	54,951	.....	57,467
Grand Total ...	.....	151,384	.....	159,507
Deduct Boys in Girls' schools ...	.....	2,510	.....	3,011
Net number of Girls	.....	148,874	.....	156,496

EDUCATION TABLE No. 32.

Statement showing the number of Girls attending different classes of Schools for the last five years.

Year.	High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
1900-1901 ...	539	195	1,702	10,940	79,341	92,717
1901-1902 ...	548	179	1,872	12,199	81,252	96,050
1902-1903 ...	631	248	1,648	12,227	101,415	116,169
1903-1904 ...	745	274	1,377	13,763	132,715	148,874
1904-1905 ...	831	1,372	1,332	15,942	137,019	156,496

EDUCATION TABLE No, 33.

Statement showing the attendance and expenditure of Secondary and Primary Schools for Indian girls for 1904-1905.

Class of School.	Number of schools.	Number on the rolls on 31st March 1905.	Average monthly roll number.	Average daily attendance.	Expenditure— From public funds. Provincial Revenues.	District funds.	Municipal funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	3	336	316	222	22,735	...	...	3,968	414	27,117
Ditto by District or Municipal Boards.	1	92	62	45	...	497	60	51	115	723
Aided by Government or by District or Municipal Boards.	4,217	90,256	85,523	65,066	93,874	89,159	12,958	33,372	1,65,419	3,94,782
Unaided*	689	11,356	10,636	8,411	...	...	...	1,152	16,830*	17,982
Total for 1904-1905 ...	4,910	1,02,040	96,537	73,744	1,16,609	89,656	13,018	38,543	1,82,778	4,40,604
Do. for 1903-1904 ...	4,681	96,433	88,483	68,507	1,05,348	2,19,283 80,150	12,019	38,434	2,21,321 1,81,180	4,17,131
Do. for 1902-1903 ...	3,430	73,283	67,426	51,317	92,812	1,97,517 65,464	10,333	32,891	2,19,614 1,79,886	3,81,386
Do. for 1901-1902 ...	2,682	59,174	55,018	41,531	81,592	1,68,609 39,759	10,211	30,967	2,12,777 1,88,173	3,50,702
Do. for 1900-1901 ...	2,644	57,426	56,714	40,028	85,005	1,31,562 38,046	9,518	34,225	2,19,140 1,67,027	3,33,883
						1,32,569			2,01,252	

* Including Rs. 432 from Native State revenues.

EDUCATION TABLE No. 34.

EUROPEAN EDUCATION.

European Schools and Scholars.

CLASS.		31ST MARCH 1904.				31ST MARCH 1905.			
		Number of schools.	NUMBER OF SCHOLARS.			Number of schools.	NUMBER OF SCHOLARS.		
			Boys.	Girls.	Total.		Boys.	Girls.	Total.
1		2	3	4	5	6	7	8	9
Secondary schools.	Government	2	187	76	263	2	210	80	290
	Aided	47	3,038	2,896	5,934	44	2,876	2,813	5,689
	Unaided	10	939	274	1,213	5	871	21	892
	Total	59	4,164	3,246	7,410	51	3,957	2,914	6,871
Primary schools.	Aided	20	459	498	957	23	573	817	1,390
	Unaided	1	6	3	9	2	5	20	25
	Total	21	465	501	966	25	578	837	1,415
Government schools		2	187	76	263	2	210	80	290
Aided schools		67	3,497	3,394	6,891	67	3,449	3,630	7,079
Unaided schools		11	945	277	1,222	7	876	41	917
GRAND TOTAL OF ALL SCHOOLS		80	4,629	3,747	8,376	76	4,535	3,751	8,286

EDUCATION TABLE No. 35.

European Schools classified according to control.

MANAGEMENT.	31ST MARCH 1904.			31ST MARCH 1905.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	2	263	3·14	2	290	3·50
Church of England	14	1,548	18·48	12	1,437	17·34
Church of Scotland	1	110	1·31	1	25	1·51
Roman Catholic	30	4,277	51·06	30	4,472	53·97
Non-Conformist	6	553	6·60	7	629	7·59
Undenominational	6	482	5·76	4	293	3·53
Railway	14	651	7·77	15	641	7·74
Jewish	1	196	2·34	1	172	2·08
Armenian	1	92	1·10	1	97	1·17
Private	5	204	2·44	3	130	1·57
Total	80	8,376	100·00	76	8,286	100·00

EDUCATION TABLE No. 36.

Expenditure upon European Education.

	1903-1904.		1904-1905.	
	Government Expenditure.	Total Expenditure.	Government Expenditure.	Total Expenditure.
1	2	3	4	5
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.
Training College	3,442	3,442	.....	.....
Government Schools (Secondary)	28,658	40,137	23,507	35,441
Secondary Schools	(*a*) 1,5[illegible],408	5,51,657	(*b*) 1,34,955	3,17,245
Primary Schools	17,621	52,883	22,660	53,326
Pupil Teachers	600	600	625	625
Total ...	2,07,729	6,48,719	1,81,747	4,06,637
INDIRECT EXPENDITURE.				
Boarding Charges	(*c*) 19,807	6,95,719	(*d*) 52,289	6,15,643
Building and Furniture	(*e*) 77,004	2,29,815	(*f*) 1,14,494	3,11,933
Scholarships	7,772	7,772	6,862	6,862
Cadets	7,716	7,919	(*g*) 6,092	6,318
Annual Examination	1,406	5,796	1,371	5,944
Superintendence	15,255	15,255	13,841	13,841
Contingencies and Miscellaneous	.....	.....	(*h*) 9,629	83,176
Total ...	1,28,960	9,62,276	2,04,578	10,43,777
GRAND TOTAL ...	3,36,689	16,10,995	3,86,325	14,50,414

(*a*) This amount includes a Special Imperial grant of Rs. 20,000 and Rs. 1,650 for the College Department of St. Paul's School, Darjeeling, not paid through this office.
(*b*) This amount includes a Special Imperial grant of Rs. 20,000 and Rs. 1,800 for the College Department of St. Paul's School, Darjeeling, not paid through this office.
(*c*) Appropriated as follows:—Rs. 1,944 by the Training College, Rs. 11,890 by the Victoria School and Rs. 5,973 by the Dow Hill School.
(*d*) Appropriated as follows:—Rs. 1,920 by the Training College, Rs. 12,569 by the Victoria School and Rs. 9,177 by the Dow Hill School, Rs. 7,200 by the E. F. O. Asylum and Rs. 21,423 of Government maintenance grants applied by the aided schools towards this object.
(*e*) This amount includes Rs. 4,462 spent for furniture by the Training College at Kurseong.
(*f*) This amount includes Government subscriptions of Rs. 60,000 and Rs. 13,658 paid to two unaided schools, viz., Gœthal's Memorial Orphanage and to St. Joseph's College, Darjeeling, respectively.
(*g*) The amount was really spent out of the Government contribution of Rs. 7,848 during the year.
(*h*) This amount includes Rs. 1,308, the maintenance and other Government grants to aided schools transferred towards this object.

EDUCATION TABLE No. 37.

High School Pass Examination.

	1903.									1904.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 17 years of age. Boys ...	7	28	...	12	3	3	18	64·3	6	6	26	...	3	3	8	14	53·8	2
Girls ...	9	14	...	3	3	2	8	57·1	2	8	15	...	...	6	3	9	64·3	6
Total ...	16	42	...	15	6	5	26	61·9	8	14	41	...	3	9	11	23	56·1	8
Candidates 17 years of age and upwards. Boys ...	7	20	...	3	2	...	5	25·0	...	6	36	...	1	6	5	12	33·3	...
Girls ...	13	27	...	1	7	3	11	40·7	...	13	32	...	1	14	4	19	59·4	...
Total ...	20	47	...	4	9	3	16	34·0	...	19	68	...	2	20	9	31	45·6	...
BOTH CLASSES ...	22	89	...	19	15	8	42	47·2	8	22	109	...	5	29	20	54	49·5	8

EDUCATION TABLE No. 38.

Middle School Examination.

	1903.									1904.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age. { Boys ...	10	36	...	11	10	4	25	69·4	6	12	43	...	5	10	14	29	67·4	9
{ Girls ...	16	25	...	7	11	6	24	96·0	6	14	29	1	...	8	14	22	78·6	3
Total ...	26	61	...	18	21	10	49	80·3	12	26	72	1	5	18	28	51	71·8	12
Candidates 15 years of age and upwards. { Boys ..	16	103	1	9	31	23	63	61·8	...	16	90	3	...	18	29	47	54·0	...
{ Girls ...	23	89	...	3	37	25	65	73·0	...	23	78	3	...	5	25	30	40·0	...
Total ...	39	192	1	12	68	48	128	67·0	...	39	168	6	...	23	54	77	47·5	...
Both Classes ..	44	253	1	30	89	58	177	70·2	12	39	240	7	5	41	82	128	54·9	12

EDUCATION TABLE No. 39.

Primary School Examination.

	1903.									1904.								
	Competing Schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing Schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 12 years of age. { Boys ...	13	87	...	15	15	15	45	51·7	10	14	86	...	11	20	23	54	62·8	12
{ Girls ...	28	50	1	7	15	13	35	71·4	10	27	62	3	...	21	18	39	66·1	8
Total ...	41	137	1	22	30	28	80	58·8	20	41	148	3	11	41	41	93	64·1	20
Candidates 12 years of age and upwards. { Boys ...	22	223	3	17	41	49	107	48·6	...	20	248	4	12	44	58	114	46·7	...
{ Girls ...	36	216	4	8	55	74	137	64·6	...	35	203	7	4	42	63	109	55·6	...
Total ...	58	439	7	25	96	123	244	56·5	...	55	451	11	16	86	121	223	50·7	...
Both Classes ...	60	576	8	47	126	151	324	57·0	20	60	599	14	27	127	162	316	54·0	20

EDUCATION TABLE No. 40.

Calcutta University Entrance Examination.

Number.	Schools from which candidates were presented.	1904.						1905.					
		Number of candidates.	Successful Candidates.				Scholarships gained.	Number of candidates.	Successful Candidates.				Scholarships gained.
			First division.	Second division.	Third division.	Total.			First division.	Second division.	Third division.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Aided Schools.												
1	Calcutta Boys' ...	4	...	...	...	...	...	...	...	...	...	...	...
2	Loreto House ...	4	...	1	1	2	...	4	...	1	...	1	...
3	St. Gregory's, Dacca...	2	...	...	...	...	...	...	...	...	...	...	...
	Total ...	10	...	1	1	2	...	4	...	1	...	1	...
	Unaided Schools.												
1	Armenian College ...	6	...	1	...	1	...	4	...	...	...	...	...
2	Doveton College ...	11	...	2	5	7	...	...	...	...	...	...	...
3	St. Xavier's College...	9	2	3	1	6	...	12	2	6	1	9	...
	Total ...	26	2	6	6	14	...	16	2	6	1	9	...
	Grand Total ...	36	2	7	7	16	...	20	2	7	1	10	...

EDUCATION TABLE No. 41.

(Muhammadan Education.)

Statement showing the number of Muhammadan Pupils in different Classes of Institutions during 1903-1904 and 1904-1905.

Class of Institutions.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1903-1904.	1904-1905.	1903-1904.	1904-1905.	1903-1904.	1904-1905.
Public Institutions.						
Arts Colleges	8,009	8,078	468	492	5·8	6·0
Professional Colleges	2,509	2,515	111	116	4·4	4·5
High schools	126,329	126,191	14,642	14,005	11·6	11·0
Middle English schools	79,265	79,761	13,021	13,240	16·4	16·6
,, Vernacular schools ...	52,399	48,807	10,458	9,833	20·	20·1
Upper Primary schools	225,519	231,347	57,968	58,460	28·6	27·9
Lower ,, ,, ...	1,261,784	1,225,412	367,783	348,111		
Training schools	2,234	3,037	249	368	11·1	12·1
Technical ,, ...	13,049	14,753	666	1,082	5·1	7·3
Madrasahs	6,168	7,515	6,081	7,405	98·5	98·5
Total ...	1,777,265	1,747,356	471,442	453,112	26·5	25·9
Private Institutions.						
Advanced	25,706	27,100	15,113	16,613	58·8	61·3
Elementary, teaching Vernacular	31,799	29,348	6,362	5,049	20·0	17·2
Teaching the Koran only	53,220	54,008	53,218	53,999	100·	100·
Other schools not conforming to departmental standards.	4,884	7,427	648	1,122	13·9	15·1
Total ...	115,609	117,883	75,341	76,783	65·1	65·1
Grand Total ...	1,892,874	1,865,239	546,783	529,895	28·8	28·4

EDUCATION TABLE No. 42.

(MUHAMMADAN EDUCATION.)

Statement showing the results of the Central Examination of Madrasahs during 1904-1905.

NAME OF MADRASAH.	1904.					1905.				
	Number of candidates.	Passed in the—				Number of candidates.	Passed in the—			
		First division.	Second division.	Third division.	Total.		First division.	Second division.	Third division.	Total.
1	2	3	4	5	6	7	8	9	10	11
Calcutta	66	24	10	15	49	76	36	10	12	58
Dacca	67	13	14	17	44	91	14	5	17	36
Chittagong...	51	4	10	9	23	42	10	11	10	31
Hooghly	26	7	3	2	12	29	10	4	3	17
Comilla, Husamiali ...	14	4	5	4	13	14	3	4	2	9
Sasaram	6	...	3	1	4	5	...	...	...	...
Sitakund	12	...	2	4	6	17	2	7	2	11
Noakhali Ahmadiyah Madrasah.	8	1	...	3	4	5	1	...	...	1
Serajganj	2	...	...	1	1	8	2	2	3	7
Dacca Ahsaniya	20	...	1	1	2	15	...	1	3	4
Dacca Namnadiph Madrasah.	...	...	...	...	...	3	...	...	3	3
Total ...	272	53	48	57	158	305	78	44	55	177

EDUCATION TABLE No. 43.

(MUHAMMADAN EDUCATION.)

Statement showing the success attained by Muhammadan candidates at the different University and Departmental Examinations in 1904-1905.

EXAMINATION.	NUMBER OF SUCCESSFUL CANDIDATES.				PERCENTAGE OF MUHAMMADANS—			
	Muhammadans.		Total.		Among successful candidates.		Under instruction.	
	1904.	1905.	1904.	1905.	1904.	1905.	1904.	1905.
1	2	3	4	5	6	7	8	9
M.A.	5	5	74	53	6·8	9·4		
B.A.	13	30	295	463	4·4	6·4	5·8	6·0
F.A.	70	46	1,198	1,013	5·8	4·5		
Entrance	133	180	2,394	2,516	5·6	7·1	11·6	11·0
Middle Scholarship ...	666	1,799*	5,050	13,517*	13·2	13·3	17·8	18
Upper Primary ...	1,791	4,737*	9,307	23,764*	19·2	20	28·6	28
Lower ,, ...	12,497	17,911*	47,559	70,021*	26·3	25·5		
Total ...	...	...	...	...	...	...	...	...

* The figures refer to the results of the several standard examinations.

EDUCATION TABLE No. 44.

(Education of Special Classes.)

Statement showing the results attained by aboriginal pupils at the different University and Departmental Examinations in 1904-1905.

Division.	1904-1905.							Remarks.
	B. A. examination.	F. A. examination.	Entrance examination.	Standard VI or middle standard examination.	Standard IV or upper primary standard examination.	Standard II or lower primary standard examination.	Total.	
1	2	3	4	5	6	7	8	9
Burdwan	...	...	...	5	21	78	104	
Presidency	...	...	...	...	...	1	1	
Calcutta	...	...	...	6	42	27	75	
Rajshahi	...	...	...	...	...	1	1	
Dacca	...	...	...	3	2	36	41	
Chittagong	...	...	...	1	14	50	65	
Patna	...	...	...	...	...	1	1	
Bhagalpur	..	...	...	23	100	429	552	
Orissa	...	...	...	...	2	3	5	
Orissa Tributary Mahals ...	...	...	...	...	...	28	28	
Chota Nagpur	...	...	...	74	204	727	1,005	
Total ...	...	...	...	112	385	1,381	1,878	
Total for 1903-1904 ...	...	...	1	58	147	957	1,163	

EDUCATION TABLE No. 45.

(Physical Training.)

Statement showing the names of High Schools, Division by Division, in which drill was not systematically practised during 1904-1905.

DACCA DIVISION.

1. Dacca Pogose School.
2. Nawab's Free School.
3. Murapara.
4. Araihazar.
5. Raipura.
6. Sonarang.
7. Tulirbag.
8. Abdullapur.
9. Chitrokote.
10. Kathadia Simulia.
11. Paikpara.
12. Baradi.
13. Tata.
14. City Collegiate School.
15. Edward's Institution.
16. Muktagacha Ramkisore.
17. Woolpur.
18. Khánkhanápur.
19. Rahamatpur.
20. Dehergati.

BHAGALPUR DIVISION.

1. T. N. Collegiate School, Bhagalpur.

Bhagalpur Madrasah.

3. Bhagalpur Bihar High English School.
4. Sidheshwari Institution, Chanchal, Malda.

CHITTAGONG DIVISION.

1. R. K. Jubilee School.
2. Syamgram.
3. Kasba.
4. Victoria Collegiate.
5. Brahmanbaria Edward Institution.

PATNA DIVISION.

1. Diamond Jubilee High.
2. Dinapore A[illegible]yan Anglo-[illegible]kit.
3. Gaya Town School.
4. Gaya-Sahebganj.
5. [illegible] J. Academy.
6. [illegible]ngali-English Schoo[illegible].

Subsidiary Table I.

Return of Schools aided from the Grant-in-aid Allotment, the Circle Grant, and the Government Estates Grant, in the Lower Provinces of Bengal during the year 1904-1905.

Class of Schools.	Number of schools.	Number of scholars.	Received from							Remarks.
			Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	
1	2	3	4	5	6	7	8	9	10	11
A.—Grant-in-aid Schools (Departmental).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For boys ... High English	220	41,197	1,49,531	185	4,800	5,86,610	94,080	39,580	8,74,786	
For boys ... Middle ,,	96	8,903	59,446	591	4,960	55,698	32,181	8,649	1,61,525	
For boys ... ,, vernacular	48	4,488	8,677	...	2,322	26,260	7,889	2,008	47,056	
For boys ... Upper primary	155	6,726	35,234	219	290	8,872	22,829	889	68,333	
For boys ... Lower ,,	333	9,603	14,773	...	274	3,202	5,435	2,404	26,088	
For boys ... Total	852	70,917	2,67,661	995	12,546	6,80,642	1,62,414	53,530	11,77,788	
For girls ... High English	14	1,645	40,646	...	896	55,287	25,931	21,321	1,44,131	
For girls ... Middle ,,	35	3,562	62,003	...	1,420	67,554	36,776	11,739	1,79,492	
For girls ... ,, vernacular	16	1,108	5,162	458	891	1,020	4,670	6,370	18,571	
For girls ... Upper primary	129	8,239	30,298	403	3,285	14,306	42,407	12,761	1,12,460	
For girls ... Lower ,,	239	9,894	31,734	223	1,738	3,685	40,476	13,870	91,726	
For girls ... Total	433	24,448	1,78,843	1,084	8,230	1,41,852	1,50,310	66,061	5,46,380	
Special Schools— Training Schools. For masters	136	1,437	56,793	128	514	6,517	7,099	200	71,251	
Training Schools. ,, mistresses	16	781	26,805	57	...	3,255	17,663	19,274	67,054	
Other special schools	50	1,406	10,372	1,302	2,229	1,560	11,167	7,017	33,647	
Total for special schools	202	3,624	93,970	1,487	2,743	11,332	35,929	26,491	1,71,952	
Grand Total for 1904-1905	1,487	98,989	5,40,474	3,566	23,519	8,33,826	3,48,653	1,46,082	18,96,120	
Ditto for 1903-1904	1,283	90,765	3,22,365	2,930	17,330	6,33,358	2,91,479	1,06,639	13,74,101	
B.—Circle Schools (Departmental).										
For boys ... Middle vernacular	223	10,040	30,137	...	...	27,481	3,641	2,517	63,776	
For boys ... Upper primary	49	1,731	4,138	188	...	2,575	198	123	7,222	
For boys ... Lower ,,	3	103	335	...	...	138	...	...	473	
For boys ... Total	275	11,874	34,610	188	...	30,194	3,839	2,640	71,471	
For girls ... Middle vernacular	...	...	...	...	...	...	...	...	...	
For girls ... Upper primary	...	...	...	...	...	...	...	...	...	
For girls ... Lower ,,	1	27	182	...	...	7	...	...	189	
For girls ... Total	1	27	182	...	...	7	...	...	189	
Grand Total of Circle Schools for 1904-1905	276	11,901	34,792	188	...	30,201	3,839	2,640	71,660	
Ditto for 1903-1904	276	13,090	34,308	174	...	27,298	2,615	1,940	66,335	
C.—Government Estates' Schools.										
For boys ... Middle vernacular	...	...	...	...	...	...	...	...	...	
For boys ... Upper primary	390	17,875	25,465	8,137	1,273	23,112	2,735	2,206	62,928	
For boys ... Lower ,,	2,233	58,184	48,348	22,537	3,954	69,918	7,465	7,050	1,59,272	
For boys ... Total	2,623	76,059	73,813	30,674	5,227	93,030	10,200	9,256	2,22,200	
For girls ... Middle vernacular	1	53	180	...	...	...	...	624	804	
For girls ... Upper primary	21	538	984	918	58	24	90	12	2,086	
For girls ... Lower ,,	157	3,448	4,842	1,910	907	369	1,307	102	9,437	
For girls ... Total	179	4,039	6,006	2,828	965	393	1,397	738	12,327	
Special schools	4	95	667	84	...	62	48	...	861	
Grand Total of Government Estates' Schools for 1904-1905.	2,806	80,193	80,486	33,586	6,192	93,485	11,645	9,994	2,35,388	
Ditto for 1903-1904	2,532	70,450	80,152	25,592	6,561	84,544	14,752	4,997	2,16,598	

Subsidiary Table II(*a*).

Return of Expenditure from Provincial Revenues (including the amount, if any, sanctioned from 10 lakhs Imperial grant, and the one per cent. grant for Primary Education in Government Estates) allotted for Primary Education in Non-Board Districts or Areas in the Lower Provinces of Bengal for Native Schools during the year 1904-1905

[Schools aided under the Grant-in-aid Rules and the Circle Fund Schools are excluded.]

A.—PRIMARY SCHOOLS.

Class of Schools.	Number of schools.	Number of pupils on 31st March.	Amount paid in		Total.
			Subsistence allowance.	Payments made at the close of the year on the general condition of the schools.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... Upper primary ...	499	23,052	33,422	4,053	37,475
For boys ... Lower ,, ...	2,696	72,947	82,625	8,860	91,485
For girls ... Upper primary ...	20	764	1,846	62	1,908
For girls ... Lower ,, ...	344	6,871	9,775	1,465	11,240
Total for 1904-1905 ...	3,559	103,634	1,27,668	14,440	1,42,108
Total for 1903-1904 ...	3,409	100,623	1,24,314	9,329	1,33,643

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1904-1905.	1903-1904.
	Rs.	Rs.
Total payments made to primary schools	1,42,108	1,33,643
Payments to primary schools under the District Board or Department, or such as are not included in the above tables	7,095	5,840
Charges for abolished schools	1,891	2,337
Buildings and furniture	8,654	5,761
Subordinate inspecting agency	9,340	8,842
Scholarships	2,675	2,655
Miscellaneous*	9,348	8,703
Total payments ...	1,81,151	1,67,781
Add 80 per cent. of the actual charges on account of Sub-Inspectors	15,394	15,688
Grand Total ...	1,97,265	1,83,469
Total allotment for primary education under the Department	1,82,148	1,67,996

* Details of "Miscellaneous."

	1904-1905.	1903-1904.
	Rs.	Rs.
Contributions to schools other than primary schools	3,489	3,951
Amount spent on prize-books for primary school pupils	1,745	394
Commission for money-orders	1,173	1,110
Examination charges	41	906
Contingencies	2,900	2,342
Total ...	9,348	8,703

Details of different funds.	Allotment for 1904-1905.	Expenditure.	Savings.	Excess.	Remarks.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
1. Allotment for primary education in non-Board districts, municipalities and cantonments, originally made by the Director of Public Instruction.	88,916	88,557	373	14	
The amount sanctioned from the 10 lakhs grant and placed at the disposal of the District Officer.	25,424	24,929	495	...	
2. Additional allotments, if any, made subsequently under separate orders.	3,575	3,575	...	...	
3. Santhal Education Fund	10,300	10,303	...	3	
4. One per cent. grant	53,933	54,787	146	...	
Total ...	1,82,148	1,81,151	1,014	17	
Net savings ...			997	...	

SUBSIDIARY TABLE II(*b*).

***Return of Expenditure from District Funds** (including the amount sanctioned from the 10 lakhs Imperial grant) allotted for Primary Education under the control of the District Boards in the Province of Bengal during the year 1904-1905.*

[SCHOOLS AIDED UNDER THE GRANT-IN-AID RULES ARE TO BE EXCLUDED.]

(B)—PRIMARY SCHOOLS.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on 31st March.	AMOUNT PAID IN		Total.
			Subsistence allowance.	Payments made at the close of the year on the general condition of the schools.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... {Upper primary ...	3,959	174,607	1,71,724	55,934	2,27,658
{Lower ,, ...	30,804	572,556	4,38,278	2,27,633	6,65,911
For girls ... {Upper primary ...	90	2,142	4,744	543	5,287
{Lower ,, ..	3,362	58,767	66,577	15,977	82,554
Total for 1904-1905 ...	38,215	1,084,572	6,81,323	3,00,087	9,81,410
Total for 1903-1904 ...	38,492	1,106,907	6,74,315	2,87,733	9,62,048

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1904-1905.	1903-1904.
	Rs.	Rs.
Total payments made to primary schools	9,81,410	9,62,048
Payments to primary schools under the District Board or the Department, or such as are not included in the above table	14,674	13,480
Charges for abolished schools	22,730	21,566
Buildings and furniture	10,283	25,338
Subordinate inspecting agency	1,08,446	1,06,804
Scholarships	35,213	29,942
Miscellaneous*	53,470	70,401
Total payments ...	12,26,226	12,29,579
Add 80 per cent. of the actual charges on account of Sub-Inspectors	2,14,538	2,06,808
GRAND TOTAL ...	14,40,764	14,36,387
Total allotment† for primary education under the District Board (See detail below)	15,84,645	16,02,446

* DETAILS OF "MISCELLANEOUS."	1904-1905.	1903-1904.
	Rs.	Rs.
Contributions to schools other than primary schools	3,693	3,290
Amount spent on prize-books for primary school pupils	14,267	15,081
Commission for money-orders	11,263	10,023
Examination charges	2,880	14,694
Stipends held in Training and Technical schools and in Professional Colleges	7,425	3,396
Contingencies	14,382	23,917
Total ...	53,470	70,401

† BUDGET HEADS OF EXPENDITURE.	Allotment for 1904-1905.	Expenditure.	Savings.	Excess.	REMARKS.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
I. Inspection—					
(1) Salaries and travelling allowances of Sub-Inspectors, including wages of servants; office expenses, including purchase and repairs of furniture, and miscellaneous charges.	2,87,716	2,68,356	19,360	...	
(2) Subordinate Inspecting Agencies	1,14,619	1,08,446	6,173	...	
IV. Grants for Primary schools aided under other rules, &c., for stipends to boys' and girls' schools, including prizes, stipends to gurus under instruction in training schools, scholarships lower primary and others, and cost of examination conducted for selection of candidate for lower primary scholarship examinations, and miscellaneous charges.	3,92,482	3,79,451	13,031	...	
(a) Grant actually made from District fund	3,19,241	3,19,860	...	...	
(*b*) Amount of the Imperial grant	3,61,212	3,06,366	54,846	619	
V. Contingencies for primary education	9,622	7,969	2,291	638	
Total ...	15,84,645	14,94,617	91,012	1,257	
Net savings ...			89,755		

EDUCATION—SUBSIDIARY TABLE VIII.

Return showing the state of Education given in Secondary, Primary, and Special Schools for Indian Boys and Girls and the Expenditure incurred on it during the year 1904-1905.

BURDWAN DIVISION.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls existing at the end of the year.	Number of pupils on the rolls at the end of the year.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	7	2,205	...	17,435	250	...	53,429	1,596	72,770	33·0	205	...
Aided	72	12,550	7	22,989	981	3,771	1,66,865	30,678	2,25,284	17·9	544	...
Unaided	41	7,701	1	...	...	...	73,472	44,436	1,17,908	15·3	299	...
Total ...	120	22,456	8	40,424	1,231	3,771	2,93,826	76,710	4,15,962	18·3	1,048	...
Middle English ... Government ...	13	1,039	...	...	4,212	679	6,758	573	12,222	11·7	57	...
Aided	196	13,083	61	3,036	33,392	1,644	81,024	39,489	1,58,585	12·0	795	...
Unaided	68	4,023	18	...	...	...	17,747	19,714	37,461	9·2	303	...
Total ...	277	18,145	79	3,036	37,604	2,323	1,05,529	59,776	2,08,268	11·4	1,155	...
Middle vernacular ... Government ...	18	1,200	8	...	3,403	...	5,578	504	9,485	7·8	69	...
Aided	95	5,366	144	2,942	9,509	1,284	24,636	12,880	51,251	9·3	251	...
Unaided	15	940	4	...	...	...	4,454	2,525	6,979	7·3	101	...
Total ...	128	7,506	156	2,942	12,912	1,284	34,668	15,909	67,715	8·8	421	...
Upper primary ... Aided	1,098	42,276	4,722	11,870	40,833	4,252	72,234	22,268	1,51,457	3·2	3,621	...
Unaided	21	808	43	...	...	...	1,804	729	2,533	2·9	23	...
Total ...	1,119	43,084	4,765	11,870	40,833	4,252	74,038	22,997	1,53,990	3·2	3,644	...
Lower primary ... Aided	7,036	172,342	20,353	9,530	1,13,156	8,059	2,90,923	45,397	4,67,065	2·4	22,419	...
Unaided	1,334	25,376	3,589	...	...	...	40,443	6,767	47,210	1·7	2,814	...
Total ...	8,370	197,718	23,942	9,530	1,13,156	8,059	3,31,366	52,164	5,14,275	2·3	25,233	...
Special ... ... Training	21	404	81	19,466	13	...	1,160	3,988	24,627	50·7	15	...
Industrial	3	98	...	700	2,937	240	714	851	5,442	65·5	1	...
Other	132	1,620	...	2,650	360	939	761	16,992	21,702	13·4	138	...
Total ...	156	2,122	81	22,816	3,310	1,179	2,635	21,831	51,771	23·5	154	...
Total for Public Institutions	10,170	291,031	29,031	90,618	2,09,046	20,868	8,42,062	2,49,387	14,11,981	4·4	31,655	...
Private Institutions	314	3,266	147	...	...	...	...	...	...	...	1,411	...
Inspection	...	...	...	40,093	63,360	597	...	...	1,00,990	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	13,967	15,400	2,589	31,394	33,934	97,284	...	...	...
GRAND TOTAL FOR 1904-1905 ...	10,484	294,297	29,178	1,44,678	2,84,746	24,054	8,73,456	2,83,321	16,10,255	4·9	33,066	47·6
GRAND TOTAL FOR 1903-1904 ...	10,508	296,305	27,587	1,66,220	2,80,165	23,899	8,90,810	2,89,435	16,50,529	5·0	33,367	47·9

PRESIDENCY DIVISION.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	8	2,141	...	29,637	...	...	31,495	528	61,660	28·8	286	...
Aided	69	11,396	...	25,906	1,005	444	1,49,839	27,573	2,04,767	17·9	1,144	...
Unaided	48	7,643	...	...	...	...	84,524	25,281	1,09,805	14·3	751	...
Total ...	125	21,180	...	55,543	1,005	444	2,65,858	53,382	3,76,232	17·7	2,181	...
Middle English ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	137	9,172	116	5,584	23,186	528	58,315	33,307	1,20,920	13·01	1,457	...
Unaided	32	2,191	13	...	...	...	8,577	9,894	18,471	8·3	346	...
Total ...	169	11,363	129	5,584	23,186	528	66,892	43,201	1,39,391	12·1	1,803	...
Middle vernacular ... Government ...	7	414	4	...	2,319	...	1,906	315	4,540	10·8	65	...
Aided	143	7,949	77	8,857	11,466	228	30,923	16,326	67,800	8·4	1,377	...
Unaided	5	430	6	...	...	...	1,688	740	2,428	5·5	56	...
Total ...	155	8,793	87	8,857	13,785	228	34,517	17,381	74,768	8·4	1,498	...
Upper primary ... Aided	590	25,582	1,540	10,679	26,838	2,687	41,098	13,212	94,514	3·4	7,338	...
Unaided	4	196	...	...	...	...	239	779	1,018	5·1	92	...
Total ...	594	25,778	1,540	10,679	26,838	2,687	41,337	13,991	95,532	3·5	7,430	...
Lower primary ... Aided	4,094	119,369	16,218	26,568	87,027	12,807	1,46,652	46,920	3,19,974	2·3	45,471	...
Unaided	595	14,632	2,174	...	...	...	16,828	2,926	19,754	1·1	5,936	...
Total ...	4,689	134,001	18,392	26,568	87,027	12,807	1,63,480	49,846	3,39,728	2·2	51,407	...
Special ... ... Training	25	133	132	9,888	...	...	1,406	9,570	20,864	66·2	56	...
Industrial	2	29	...	360	131	...	...	5,532	6,023	207·6	3	...
Other	91	1,562	33	21,864	...	242	12,424	11,969	46,499	29·1	202	...
Total ...	118	1,774	165	32,112	131	242	13,830	27,071	73,386	37·8	261	...
Total for Public Institutions	5,850	202,889	20,313	1,39,343	1,51,972	16,936	5,85,914	2,04,872	10,99,037	4·9	64,580	...
Private Institutions	29	496	47	...	...	...	...	...	...	...	460	...
Inspection	...	...	...	39,843	41,556	645	...	...	82,044	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	44,491	11,836	2,880	27,690	47,566	1,34,461	...	...	...
GRAND TOTAL FOR 1904-1905 ...	5,879	203,385	20,360	2,23,677	2,05,364	20,491	6,13,604	2,52,436	13,15,542	5·8	65,040	32·7
GRAND TOTAL FOR 1903-1904 ...	6,010	212,082	19,451	2,11,071	1,98,224	19,107	6,11,691	2,52,510	12,92,603	...	69,240	34·1

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Return showing the state of Education given in Secondary, Primary, and Special Schools for Indian Boys and Girls and the Expenditure incurred on it during the year 1904-1905—continued.

CALCUTTA.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools existing at the end of the year.	Number of pupils on the rolls at the end of the year.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	5	1,338	174	46,425	...	...	45,760	..	92,185	60·9	342	...
Aided	5	359	275	9,435	...	218	15,040	16,609	41,302	65·1	70	...
Unaided	41	14,957	...	...	..	...	2,71,076	36,835	3,07,911	20·5	580	...
Total ...	51	16,654	449	55,860	...	218	3,31,876	53,444	4,41,398	25·8	992	...
Middle English ... Government ...	2	195	...	7,023	...	...	1,327	...	8,350	42·8	94	...
Aided	20	1,495	1,005	6,901	...	1,544	16,212	18,937	43,594	17·4	46	...
Unaided	3	540	...	...	...	...	5,890	69	5,959	11·0	4	...
Total ...	25	2,230	1,005	13,924	...	1,544	23,429	19,006	57,903	17·8	144	...
Middle vernacular ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	7	818	172	1,399	...	703	6,859	1,409	10,370	10·4	20	...
Unaided	2	152	...	...	...	...	645	600	1,245	8·1	1	...
Total ...	9	970	172	1,399	...	703	7,504	2,009	11,615	10·1	21	...
Upper primary ... Aided	53	2,053	2,936	8,946	...	2,004	12,710	23,719	47,379	9·4	189	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	53	2,053	2,936	3,946	...	2,004	12,710	23,719	47,379	9·4	189	...
Lower primary ... Aided	241	8,223	2,483	12,321	...	6,656	27,278	19,184	65,439	6·1	3,136	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	241	8,223	2,483	12,321	...	6,656	27,278	19,184	65,439	6·1	3,136	...
Special ... ... Training ...	10	248	526	37,306	...	...	2,745	30,244	70,295	86·7	7	...
Industrial	4	192	10	360	...	600	...	9,683	10,643	52·6	121	...
Other	41	2,280	96	1,25,405	...	1,502	38,551	14,017	1,79,475	75·5	569	...
Total ...	55	2,720	632	1,63,071	...	2,102	41,296	53,944	2,60,413	77·6	697	...
Total for Public Institutions ...	434	32,850	7,677	2,55,521	...	13,227	4,44,093	1,71,306	8,84,147	21·7	5,179	...
Private Institutions	86	2,114	885	...	...	...	...	...	...	...	1,200	...
Inspection	...	...	...	9,043	...	...	...	...	9,043	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	48,780	...	1,584	86,313	45,444	1,82,121	...	...	...
GRAND TOTAL FOR 1904-1905 ...	520	34,964	8,562	3,13,344	...	14,811	5,30,406	2,16,750	10,75,311	24·7	6,379	41·1
GRAND TOTAL FOR 1903-1904 ...	506	33,472	8,255	2,96,803	155	11,488	5,10,205	2,20,126	10,38,777	23·9	5,790	37·6

RAJSHAHI DIVISION.

	Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	7	2,108	...	22,133	...	...	45,505	706	68,344	32·4	448	...
Aided ...	14	2,213	...	5,310	176	90	32,609	13,318	51,503	23·2	522	...
Unaided ...	21	3,669	...	...	...	...	49,658	17,590	67,248	18·3	871	...
Total ...	42	7,990	...	27,443	176	90	1,27,772	31,614	1,87,095	23·4	1,841	...
Middle English ... Government ...	7	866	3	...	570	19	5,092	1,258	6,939	7·9	381	...
Aided ...	73	4,968	8	1,337	11,123	194	26,103	20,927	59,684	11·9	1,823	...
Unaided ...	30	2,172	1	...	...	...	7,951	9,755	17,706	8·1	960	...
Total ...	110	8,006	12	1,337	11,693	213	39,146	31,940	84,329	10·5	3,164	...
Middle vernacular ... Government ...	23	1,295	10	206	4,184	...	4,572	570	9,532	7·3	685	...
Aided ...	70	3,079	186	1,163	7,434	504	11,802	8,504	29,407	9·0	1,483	...
Unaided ...	8	355	...	...	...	...	961	1,744	2,705	7·6	249	...
Total ...	101	4,729	196	1,369	11,618	504	17,335	10,818	41,644	8·4	2,417	...
Upper primary Aided	542	21,730	1,009	4,256	30,142	1,102	39,978	11,869	87,347	3·8	13,608	...
Unaided	18	802	15	...	...	...	1,014	1,145	2,159	2·6	415	...
Total ...	560	22,532	1,024	4,256	30,142	1,102	40,992	13,014	89,506	3·8	14,023	...
Lower primary Aided	3,546	86,128	7,124	15,125	81,365	5,029	1,38,445	23,335	2,63,299	2·8	59,336	...
Unaided	339	6,962	780	...	...	...	6,604	1,332	7,936	1·0	5,225	...
Total ...	3,885	93,090	7,904	15,125	81,365	5,029	1,45,049	24,667	2,71,235	2·6	64,561	...
Special ... ... Training ...	16	214	...	12,759	...	...	967	278	14,004	65·4	118	...
Industrial ...	3	279	...	3,100	3,972	87	5,055	3,351	15,565	55·8	46	...
Other ...	40	1,215	6	136	3,619	325	2,538	9,705	16,323	13·4	928	...
Total ...	59	1,708	6	15,995	7,591	412	8,560	13,334	45,892	26·8	1,092	...
Total of Public Institutions ...	4,757	1,38,055	9,142	65,525	1,42,585	7,350	3,78,954	1,25,387	7,19,701	4·9	87,098	...
Private Institutions	154	2,656	91	...	...	...	...	...	...	...	2,324	...
Inspection	...	...	...	37,375	39,806	163	...	...	77,344	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	25,551	12,023	1,763	22,754	15,097	77,193	...	...	...
GRAND TOTAL FOR 1904-1905 ...	4,911	1,40,711	9,233	1,28,451	1,94,414	9,281	4,01,608	1,40,484	8,74,238	5·8	89,422	21·3
GRAND TOTAL FOR 1903-1904 ...	4,893	1,45,738	8,974	1,29,666	2,02,839	8,234	3,88,212	1,39,045	8,67,996	5·6	91,776	22·1

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Return showing the state of Education given in Secondary, Primary, and Special Schools for Indian Boys and Girls and the Expenditure incurred on it during the year 1903-1904—continued.

DACCA DIVISION.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls existing at the end of the year.	Number of pupils on the rolls at the end of the year.		EXPENDITURE FROM						Cost per head of pupil.	Number of Mahammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government	5	1,524	140	21,197	4,083	...	37,522	5,617	68,419	41·1	210	...
High ... ... Aided	28	7,122	91	12,939	...	420	1,00,160	9,481	1,22,990	17·0	879	...
High ... ... Unaided	75	18,416	4	...	...	...	2,08,447	45,193	2,53,640	13·7	2,003	...
Total	108	27,062	235	34,136	4,083	420	3,46,119	60,291	4,45,049	16·3	3,092	...
Middle English ... Government	1	34	...	1,116	...	...	255	...	1,371	40·3	7	...
Middle English ... Aided	137	10,690	8	1,054	23,430	144	55,137	21,536	1,01,301	9·4	2,370	...
Middle English ... Unaided	61	4,675	10	...	...	...	15,645	15,711	31,356	6·6	1,083	...
Total	199	15,399	18	2,170	23,430	144	71,037	37,247	1,34,028	8·6	3,460	...
Middle Vernacular ... Government	12	710	...	...	2,212	...	2,693	365	5,270	7·4	228	...
Middle Vernacular ... Aided	184	8,069	244	15,352	8,165	208	28,707	10,612	63,074	7·5	1,850	...
Middle Vernacular ... Unaided	12	782	40	...	...	...	2,398	2,597	4,995	6·0	156	...
Total	208	9,561	284	15,382	10,377	208	33,798	13,574	73,339	7·4	2,234	...
Upper Primary Aided	999	40,020	1,639	7,367	42,403	2,113	71,446	14,064	1,37,393	3·2	16,490	...
Upper Primary Unaided	20	729	262	...	...	...	920	3,041	3,961	3·9	195	...
Total	1,019	40,749	1,901	7,367	42,403	2,113	72,366	17,105	1,41,354	3·3	16,685	...
Lower Primary Aided	5,348	118,805	20,151	6,597	1,00,499	4,471	1,66,774	27,472	3,05,813	2·2	72,179	...
Lower Primary Unaided	1,554	30,494	3,741	...	...	...	32,067	10,137	42,204	1·2	21,677	...
Total	6,902	149,299	23,892	6,597	1,00,499	4,471	1,98,841	37,609	3,48,017	2·0	93,856	...
Special ... ... Training	16	208	...	19,461	...	...	742	...	20,203	97·1	78	...
Special ... ... Industrial	1	12	...	...	1,381	...	...	1,220	2,601	216·7	9	...
Special ... ... Other	178	5,065	5	33,417	2,442	225	35,028	14,143	85,255	16·8	2,751	...
Total	195	5,285	5	52,878	3,823	225	35,770	15,363	1,08,059	20·4	2,838	...
Total for Public Institutions	8,631	247,355	26,335	118,530	184,615	7,581	757,931	1,81,189	12,49,846	4·5	1,22,165	...
Private Institutions	2,169	27,080	3,298	...	...	...	...	...	...	...	28,091	...
Inspection	...	...	...	44,688	59,126	515	...	...	1,04,329	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	19,345	14,441	492	48,186	68,488	1,50,952	...	...	...
GRAND TOTAL FOR 1904-1905 ...	10,800	274,435	29,633	1,82,563	2,58,182	8,588	18,06,117	2,49,677	15,05,127	...	1,50,256	33·4
GRAND TOTAL FOR 1903-1904 ...	10,963	277,666	28,843	1,78,222	2,46,978	8,280	7,84,310	2,55,313	14,73,603	...	1,50,013	33·8

CHITTAGONG DIVISION.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government	4	869	...	11,728	...	...	19,155	248	31,131	35·8	158	...
High ... ... Aided	17	3,973	78	8,068	383	240	50,648	7,584	66,913	16·5	839	...
High ... ... Unaided	13	3,121	...	...	...	...	38,031	3,919	41,950	13·4	635	...
Total	34	7,963	78	19,786	383	240	1,07,834	11,751	1,39,994	17·4	1,632	...
Middle English ... Government	6	509	...	288	1,578	...	1,946	163	3,975	7·8	152	...
Middle English ... Aided	50	4,422	1	906	9,227	144	17,625	5,294	33,196	7·5	1,217	...
Middle English ... Unaided	29	2,525	2	...	...	...	9,352	6,679	16,031	6·3	870	...
Total	85	7,456	3	1,194	10,805	144	28,923	12,136	53,202	7·1	2,239	...
Middle vernacular ... Government	6	593	1	146	1,231	...	1,896	85	3,358	5·6	165	...
Middle vernacular ... Aided	86	5,799	88	9,751	4,478	168	17,303	4,167	35,867	6·0	1,813	...
Middle vernacular ... Unaided	8	573	...	...	...	...	1,861	746	2,607	4·5	196	...
Total	100	6,965	89	9,897	5,709	168	21,060	4,998	41,832	5·9	2,174	...
Upper primary Aided	591	28,228	487	7,695	23,648	862	51,317	5,864	89,386	3·1	11,958	...
Upper primary Unaided	3	126	...	...	...	...	171	...	171	1·3	90	...
Total	594	28,354	487	7,695	23,648	863	51,488	5,864	89,557	3·1	12,048	...
Lower primary Aided	3,492	82,281	15,540	12,925	47,868	1,812	1,09,129	25,960	1,97,694	2·0	60,597	...
Lower primary Unaided	477	8,797	1,998	...	...	...	7,617	3,855	11,472	1·0	7,587	...
Total	3,969	91,078	17,538	12,925	47,868	1,812	1,16,746	29,815	2,09,166	1·9	68,184	...
Special ... ... Training	9	180	...	12,889	...	...	667	...	13,556	75·3	52	...
Special ... ... Industrial	2	140	...	...	5,045	...	1,996	2,379	9,418	67·2	18	...
Special ... ... Other	82	3,360	7	977	1,829	130	9,028	12,930	24,894	7·3	2,374	...
Total	93	3,680	7	13,866	6,874	130	11,691	15,307	47,868	12·9	2,444	...
Total for Public Institutions	4,875	145,496	18,202	65,363	95,287	3,356	3,37,742	79,871	5,81,619	3·5	88,721	...
Private Institutions	1,442	25,952	3,767	...	...	...	...	...	...	...	28,550	...
Inspection	...	...	...	18,066	32,910	...	...	...	50,976	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	13,181	7,903	348	12,660	20,992	55,084	...	...	...
GRAND TOTAL FOR 1904-1905 ...	6,317	171,448	21,969	96,610	1,36,100	3,704	3,50,402	1,00,863	6,87,679	3·5	117,271	48·3
GRAND TOTAL FOR 1903-1904 ...	6,593	179,568	22,093	90,882	1,43,996	3,147	3,46,115	98,991	6,83,131	3·3	124,575	50·6

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Return showing the state of Education given in Secondary, Primary and Special schools for Indian boys and girls and the expenditure incurred on it during the year 1904-1905—continued.

PATNA DIVISION.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls existing at the end of the year.	Number of pupils on the rolls at the end of the year.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	8	1,950	...	26,752	...	...	52,102	3,112	81,966	42·03	489	...
Aided	14	2,076	60	9,005	...	438	36,253	11,010	56,706	26·5	536	...
Unaided	20	5,093	...	...	...	...	67,033	22,327	89,360	17·5	917	...
Total ...	42	9,119	60	35,757	...	438	1,55,388	36,448	2,28,032	24·8	1,942	...
Middle English ... Government ...	5	447	...	...	1,158	17	1,564	1,340	4,078	9·1	38	...
Aided	31	1,599	41	1,234	5,363	870	6,659	10,448	24,574	14·9	201	...
Unaided	12	593	34	...	...	...	1,457	10,369	11,826	18·7	86	...
Total ...	48	2,644	75	1,234	6,521	887	9,680	22,157	40,479	14·8	325	...
Middle Vernacular ... Government ...	36	1,822	...	1,496	11,037	548	4,181	1,199	18,461	10·1	203	...
Aided	2	104	...	...	376	...	253	231	860	8·2	1	...
Unaided	10	600	...	...	...	...	320	3,274	3,594	5·9	29	...
Total ...	48	2,526	...	1,496	11,413	548	4,754	4,704	22,915	9·07	233	...
Upper Primary ... Aided	291	13,194	271	4,815	26,764	4,715	13,108	6,784	56,186	4·1	885	...
Unaided	7	358	...	...	...	...	347	1,352	1,699	4·7	25	...
Total ...	298	13,552	271	4,815	26,764	4,715	13,455	8,136	57,885	4·1	910	...
Lower Primary ... Aided	5,356	143,545	10,195	5,332	1,68,141	10,804	1,28,754	62,599	3,75,630	2·4	17,005	...
Unaided	806	17,136	948	...	...	...	12,305	7,013	19,318	1·06	1,728	...
Total ...	6,162	160,681	11,143	5,332	1,68,141	10,804	1,41,059	69,612	3,94,948	2·2	18,733	...
Special ... ... Training	27	287	13	18,074	497	...	857	268	19,696	65·6	20	...
Industrial	4	40	...	...	872	...	...	52	924	23·1	2	...
Other	105	3,146	1	45,006	345	596	6,673	22,986	75,606	24·08	621	...
Total ...	136	3,473	14	63,080	1,714	596	7,530	23,306	96,226	27·5	643	...
Total for Public Institutions	6,734	191,995	11,563	111,714	2,14,553	17,988	3,31,866	1,64,364	8,40,485	4·1	22,786	...
Private Institutions	2,587	28,178	471	...	...	...	...	...	...	...	9,678	...
Inspection	...	...	...	37,358	56,311	2,111	...	...	95,780	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	29,810	37,724	1,893	3,532	19,555	92,514	...	...	...
GRAND TOTAL FOR 1904-1905 ...	9,321	220,173	12,034	1,78,882	3,08,588	21,992	3,35,398	1,83,919	10,28,779	4·4	32,464	19·6
GRAND TOTAL FOR 1903-1904 ...	9,386	227,521	11,069	2,01,464	3,01,935	22,933	3,58,325	1,80,245	10,64,902	4·5	33,514	20·3

BHAGALPUR DIVISION.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.		
High ... ... Government ...	5	1,380	...	14,141	1,200	950	27,104	2,125	45,520	32 15 9	326	...
Aided	15	2,056	...	6,875	...	1,220	29,100	21,517	58,712	28 8 10	271	...
Unaided	8	1,095	...	...	...	...	17,080	10,465	27,545	25 2 5	294	...
Total ...	28	4,531	...	21,016	1,200	2,170	73,284	34,107	1,31,777	29 1 4	891	...
Middle English ... Government ...	1	47	...	...	404	...	286	223	913	19 6 9	2	...
Aided	27	1,820	12	1,995	3,933	340	9,147	7,280	22,695	12 6 2	350	...
Unaided	8	445	...	...	...	...	1,693	3,401	5,094	11 7 1	80	...
Total ...	36	2,312	12	1,995	4,337	340	11,126	10,904	28,702	12 5 7	432	...
Middle Vernacular ... Government ...	24	1,388	3	1,579	5,980	120	4,505	1,505	13,689	9 13 5	300	...
Aided	23	1,405	5	1,640	2,137	360	4,906	2,925	12,018	8 8 3	314	...
Unaided	3	75	25	...	...	...	...	4,704	4,704	47 0 7	...	...
Total ...	50	2,868	33	3,219	8,167	480	9,411	9,134	30,411	10 7 8	614	...
Upper Primary ... Aided	365	14,897	746	17,821	19,405	2,686	25,871	12,123	77,906	4 15 7	2,645	...
Unaided	12	377	36	...	...	...	473	1,974	2,447	5 14 9	11	...
Total ...	377	15,274	782	17,821	19,405	2,686	26,344	14,097	80,353	5 0 0	2,656	...
Lower Primary ... Aided	3,088	66,011	8,484	23,473	58,023	3,410	1,16,406	25,854	2,27,166	3 0 9	14,408	...
Unaided	538	9,450	946	...	...	...	11,526	8,603	20,129	1 14 11	1,951	...
Total ...	3,626	75,461	9,430	23,473	58,023	3,410	1,27,932	34,457	2,47,295	2 14 7	16,359	...
Special ... ... Training	22	106	35	6,636	115	45	744	2,628	16,168	50 9 6	14	...
Industrial	...	...	...	...	...	...	...	...	...	...	...	...
Other	18	659	5	418	107	...	300	7,634	8,459	12 10 3	367	...
Total ...	40	825	40	7,054	222	45	1,044	10,262	18,627	21 8 6	381	...
Total for Public Institutions ...	4,157	101,271	10,297	74,578	91,354	9,131	2,49,141	1,12,961	5,87,165	4 13 4	21,333	...
Private Institutions	926	9,367	405	...	...	...	...	...	...	...	3,807	...
Inspection	...	...	...	41,944	29,911	337	...	...	72,092	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	12,796	12,552	609	14,414	29,442	69,813	...	...	...
GRAND TOTAL FOR 1904-1905 ...	5,083	110,638	10,702	1,29,318	1,33,817	9,977	2,63,555	1,42,403	6,79,070	5 8 3	25,140	17·0
GRAND TOTAL FOR 1903-1904 ...	5,241	120,412	11,259	1,35,740	1,39,143	9,244	2,50,798	1,44,013	6,78,948	5 2 6	28,252	18·5

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Return showing the state of Education given in Secondary, Primary, and Special Schools for Indian Boys and Girls and the Expenditure incurred on it during the year 1903-1904—continued.

ORISSA DIVISION.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS, AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls existing at the end of the year.	Number of pupils on the rolls at the end of the year.		EXPENDITURE FROM						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	3	799	...	9,466	...	...	17,404	22	26,832	33·5	75	...
High ... ... Aided	7	1,268	1	3,910	1,084	540	13,645	3,838	23,017	18·1	103	...
High ... ... Unaided	2	326	...	...	...	...	3,512	3,743	7,255	22·2	26	...
Total ...	12	2,393	1	13,316	1,084	540	34,561	7,603	57,104	23·8	204	...
Middle English ... Government ...	7	571	...	758	3,331	...	2,438	266	6,793	11·8	49	...
Middle English ... Aided	36	2,024	19	2,658	6,956	84	7,947	7,924	25,569	12·5	245	...
Middle English ... Unaided	2	118	...	...	...	...	188	1,121	1,309	11	...	...
Total ...	46	2,713	19	3,416	10,287	84	10,573	9,311	33,671	12·3	294	...
Middle Vernacular ... Government ...	11	408	2	1,198	2,539	...	593	...	4,330	10·5	30	...
Middle Vernacular ... Aided	22	702	282	2,181	2,576	...	1,098	5,066	10,921	11	44	...
Middle Vernacular ... Unaided	5	220	7	...	...	...	129	1,446	1,575	6·9	7	...
Total ...	38	1,330	291	3,379	5,115	...	1,820	6,512	16,826	10·3	81	...
Upper Primary Aided	274	10,071	977	8,572	15,902	1,189	13,770	4,968	44,401	4	417	...
Upper Primary Unaided	18	599	47	...	...	...	342	689	1,531	2·3	26	...
Total ...	292	10,670	1,024	8,572	15,902	1,189	1,461	5,657	45,932	3·9	443	...
Lower Primary Aided	3,805	65,581	10,843	11,523	43,393	1,846	1,38,028	25,419	2,20,209	2·8	1,783	...
Lower Primary Unaided	2,270	30,324	2,121	...	...	...	66,896	11,028	77,924	2·4	467	...
Total ...	6,075	95,905	12,964	11,523	43,393	1,846	2,04,924	36,447	2,98,133	2·7	2,250	...
Special ... ... Training	13	150	42	18,819	...	...	345	15	16,179	84·2	2	...
Special ... ... Industrial	2	47	12	...	300	...	13	797	1,110	18·8	...	...
Special ... ... Other	60	1,301	32	15,304	1,201	72	7,020	6,272	29,869	22·4	205	...
Total ...	75	1,498	86	31,123	1,501	72	7,378	7,084	47,158	29·7	207	...
Total for Public Institutions ...	6,538	114,509	14,385	71,329	77,282	3,731	2,73,868	72,614	4,98,824	3·9	3,479	...
Private Institutions	991	6,664	280	...	...	...	...	...	...	...	754	...
Inspection	...	...	...	20,781	31,016	721	...	1	52,519	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	12,125	9,222	302	590	4,483	26,722	...	...	...
GRAND TOTAL FOR 1904-1905 ...	7,529	121,173	14,665	1,04,255	1,17,520	4,754	2,74,458	77,098	5,78,065	4·2	4,233	38·1
DITTO FOR 1903-1904 ...	7,379	118,302	10,885	1,06,920	1,12,531	5,113	2,77,344	69,061	5,70,969	4·4	4,028	37·2

ORISSA TRIBUTARY MAHALS.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
High ... ... Aided	...	...	...	...	...	...	...	...	...	...	...	...
High ... ... Unaided	2	331	...	...	...	...	621	7,309	7,930	23·9	7	...
Total ...	2	331	...	...	...	...	631	7,309	7,930	23·9	7	...
Middle English ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Aided	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Unaided	15	1,119	14	...	...	...	55	12,288	12,343	10·8	20	...
Total ...	15	1,119	14	...	...	...	55	12,288	12,343	10·8	20	...
Middle Vernacular ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular ... Aided	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular ... Unaided	3	155	...	...	...	...	...	974	974	6·2	2	...
Total ...	3	155	...	...	...	...	...	974	974	6·2	2	...
Upper Primary Aided	64	2,432	194	1,187	...	...	1,005	8,043	10,235	3·9	19	...
Upper Primary Unaided	4	145	...	...	...	...	60	403	463	3·2	...	...
Total ...	68	2,577	194	1,187	...	...	1,065	8,446	10,698	3·8	19	...
Lower Primary Aided	537	10,048	769	9,959	...	...	20,905	8,333	39,197	3·6	80	...
Lower Primary Unaided	632	9,018	581	...	...	...	24,690	6,084	30,774	3·2	75	...
Total ...	1,169	19,066	1,350	9,959	...	...	45,595	14,417	69,971	3·4	155	...
Special ... ... Training	...	...	...	...	...	...	...	...	...	...	...	...
Special ... ... Industrial	...	...	...	...	...	...	...	...	...	...	...	...
Special ... ... Other Sanskrit Tols	14	207	...	470	...	...	...	4,059	4,529	21·8	...	...
Total ...	14	207	...	470	...	...	...	4,059	4,529	21·8	...	...
Total for Public Institutions ...	1,271	23,455	1,558	11,616	...	...	47,336	47,493	1,06,445	4·2	203	...
Private Institutions	115	934	18	...	...	...	...	...	...	...	46	...
Inspection	...	...	...	6,919	...	...	...	6,642	13,561	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	2,481	...	...	...	8,915	11,396	...	...	...
GRAND TOTAL FOR 1904-1905 ...	1,386	24,389	1,576	21,016	...	...	47,336	63,050	1,31,402	5·1	249	16·7
DITTO FOR 1903-1904 ...	1,356	23,108	1,188	19,895	...	...	43,182	56,825	1,19,902	5·1	182	15·2

EDUCATION—SUBSIDIARY TABLE VIII—*concluded.*

Return showing the state of Education given in Secondary, Primary, and Special Schools for Indian Boys and Girls and the Expenditure incurred on it during the year 1904-1905—concluded.

CHOTA NAGPUR DIVISION.

CLASS OF SCHOOLS WITH OTHER HEADS OF INDIRECT EXPENDITURE.	Number of schools for boys and girls existing at the end of the year.	Number of pupils on the rolls at the end of the year.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		3a Boys.	3b Girls.	Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2			4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	5	1,179	...	14,481	...	...	21,897	404	36,782	31·2	90	...
Aided	5	914	...	3,189	...	144	7,834	2,400	20,567	22·5	46	
Unaided	3	699	...	...	...	...	4,302	2,689	6,991	10·01	19	...
Total ...	13	2,792	...	17,670	...	144	34,033	12,493	64,340	23·04	155	...
Middle English ... Government ...	2	87	...	...	428	...	201	687	1,316	15·1	1	...
Aided	28	2,135	5	3,515	5,940	219	5,169	14,083	28,926	13·5	152	...
Unaided	8	738	1	...	...	...	470	9,093	9,563	12·9	18	...
Total ...	38	2,960	6	3,515	6,368	219	5,840	23,863	39,805	13·4	171	...
Middle vernacular ... Government ...	24	1,613	1	3,193	5,260	60	2,607	574	11,694	7·2	107	...
Aided	6	398	23	361	629	48	1,412	698	3,148	7·4	31	...
Unaided	1	61	...	..	...	..	...	357	357	5·8	...	...
Total ...	31	2,072	24	3,554	5,889	108	4,019	1,629	15,199	7·2	138	...
Upper primary ... Aided	201	9,248	1,015	7,294	13,404	1,111	8,937	15,209	45,955	4·4	413	...
Unaided	3	173	3	...	...	...	172	349	521	2·9	...	...
Total ...	204	9,421	1,018	7,294	13,404	1,111	9,109	15,558	46,476	4·4	413	...
Lower primary ... Aided	2,280	53,850	6,806	17,179	59,201	850	42,562	26,463	1,46,255	2·6	3,632	...
Unaided	498	9,967	1,175	...	...	...	8,831	6,066	14,897	1·3	605	...
Total ...	2,778	63,817	7,981	17,179	59,201	850	51,393	32,529	1,61,152	2·2	4,237	...
Special ... ... Training	10	148	4	8,565	235	...	242	...	9,042	59·4	5	...
Industrial	15	353	...	3,969	644	25	...	3,806	8,444	23·9	10	...
Other	11	451	5	23,517	367	65	228	1,468	25,645	56·2	123	...
Total ...	36	952	9	36,051	1,246	90	470	5,274	43,131	44·8	138	...
Total for public Institutions ...	3,100	82,014	9,038	85,263	86,108	2,522	1,04,864	91,346	3,70,103	4·06	5,252	...
Private Institutions	82	1,466	301	...	...	...	...	...	...	...	462	...
Inspection	...	...	...	30,719	25,696	...	...	255	56,670	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	30,529	9,722	273	9,831	60,927	1,11,282	...	...	...
GRAND TOTAL FOR 1904-1905 ...	3,182	83,480	9,339	1,46,511	1,21,526	2,795	1,14,695	1,52,528	5,38,055	5·7	5,714	23·09
GRAND TOTAL FOR 1903-1904 ...	3,119	82,718	8,776	1,38,011	1,19,550	2,546	1,17,358	1,44,643	5,22,108	5·7	5,381	22·9

SUMMARY.

Return showing the state of Education given in Secondary, Primary, and Special Schools for Indian Boys and Girls and the Expenditure incurred on it in all the Divisions of Bengal during the year 1904-1905.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	57	15,493	314	2,13,335	5,533	950	3,51,433	14,358	5,85,609	37·1	2,629	...
Aided	246	43,927	512	1,07,616	3,629	7,525	6,01,983	1,51,008	8,71,761	19·6	4,954	...
Unaided	274	63,051	5	...	...	...	8,17,756	2,19,787	10,37,543	16·4	6,402	...
Total ...	577	122,471	831	3,20,951	9,162	8,475	17,71,172	3,85,153	24,94,913	20·2	13,985	...
Middle English ... Government ...	45	3,795	3	9,185	11,681	715	19,867	4,510	45,958	12·1	781	..
Aided	735	51,408	1,276	28,220	1,22,550	5,711	2,83,338	1,79,225	6,19,044	11·7	8,656	...
Unaided	268	19,144	93	...	...	...	69,025	98,094	1,67,119	8·6	3,770	...
Total ...	1,048	74,347	1,372	37,405	1,34,231	6,426	3,72,230	2,71,829	8,22,121	10·8	13,207	
Middle vernacular ... Government ...	161	9,443	29	7,818	38,165	728	28,531	5,117	80,359	8·4	1,852	...
Aided	638	33,689	1,221	43,676	46,820	3,503	1,27,899	62,818	2,84,716	8·1	7,184	...
Unaided	72	4,343	82	...	...	...	12,456	19,707	32,163	7·2	797	...
Total ...	871	47,475	1,332	51,494	84,985	4,231	1,68,886	87,642	3,97,238	8·1	9,833	...
Upper primary ... Aided	5,068	209,731	15,536	90,592	2,39,339	22,721	3,51,474	1,38,123	8,42,159	3·7	57,583	...
Unaided	110	4,313	406	...	...	...	6,042	10,461	16,503	3·4	877	...
Total ...	5,178	214,044	15,942	90,502	2,39,759	22,721	3,57,516	1,48,584	8,58,662	3·7	58,460	...
Lower primary ... Aided	38,823	926,183	118,966	1,50,532	7,58,673	55,744	13,25,856	3,36,936	26,27,741	2·5	3,00,046	...
Unaided	9,043	162,156	18,053	...	...	...	2,27,807	63,811	2,91,618	1·6	48,065	...
Total ...	47,866	1,088,339	137,019	1,50,532	7,58,673	55,744	15,53,663	4,00,747	29,19,359	2·3	3,48,111	...
Special ... ... Training	169	2,183	833	1,60,863	680	45	9,875	46,991	2,18,634	70·2	367	...
Industrial	36	1,190	22	8,489	15,282	952	7,778	27,669	60,170	49·6	210	...
Other	772	20,866	190	2,69,164	10,270	4,096	1,12,551	1,22,175	5,18,256	24·6	8,278	...
Total ...	977	24,244	1,045	4,38,516	26,412	5,093	1,30,204	1,96,835	7,97,060	31·5	8,855	...
Total for Public Institutions ...	56,517	1,570,920	157,541	10,89,400	12,52,802	1,02,690	43,53,671	14,90,790	82,89,353	4·7	4,52,451	...
Private Institutions	8,895	108,173	9,710	...	...	...	...	...	...	...	76,783	...
Inspection	...	...	...	3,26,829	3,76,632	4,989	...	6,898	7,15,348	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	2,53,056	1,30,823	12,738	2,57,364	3,54,841	10,08,822	...	...	...
GRAND TOTAL FOR 1904-1905 ...	65,412	1,655,093	167,251	16,69,285	17,60,257	1,20,417	46,11,035	18,52,529	1,00,13,523	5·4	5,29 234	28·7
GRAND TOTAL FOR 1903-1904 ...	65,954	1,715,568	158,404	16,74,894	17,45,521	1,13,991	45,78,850	18,50,207	99,63,463	5·3	5,46,135	29·8

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REPORT

19.7

ON

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FOR

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1906.

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No. I.

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No. III.

Map of the
LOWER PROVINCES
OF
BENGAL
SHOWING THE
EXTENT OF FEMALE EDUCATION
in 1905-06.
(Excluding Schools for Europeans.)
REFERENCES.
Percentage of girls at Arts Colleges and Secondary and Primary Schools to female population of school-going age—
Class I. 2 per cent. and upwards
" II. 1 to below 2 per cent.
" III. ½ per cent. to below 1 per cent.
" IV. below ½ per cent.
1 MUSSINGHEE
2 BARAMBA
3 TIGIRIA
4 ATHGAR
OF
BENGAL
BAY
Mouths of the Ganges
CENTRAL PROVINCES
MADRAS PRESIDENCY
MADRAS P.
CHOTA NAGPUR
ORISSA
SIKKIM
BHUTAN
NEPAL
TARAI
DARJEELING
CUTTACK
PURI
CALCUTTA
Darjeeling
Gangtok
Punaicha
Jalpaiguri
Cooch Behar
Dinajpur
Rangpur
Bogra
Mymensingh
Pabna
Rajshahi
Murshidabad
Berhampore
Krishnagar
Burdwan
Hooghly
Howrah
Midnapore
Khulna
Barisal
Comilla
Noakhali
Chittagong
Akyab
Patna
Gaya
Monghyr
Bhagalpur
Purnea
Darbhanga
Muzaffarpur
Motihari
Gorakhpur
Basti
Fyzabad
Gonda
Benares
Mirzapur
Allahabad
Jaunpur
Ghazipur
Ballia
Chapra
Arrah
Buxar
Sasaram
Daltonganj
Hazaribagh
Ranchi
Purulia
Dhanbad
Jamshedpur
Chaibassa
Sambalpur
Bolangir
Baripada
Balasore
Contai
Tamluk
Diamond Harbour
Kidderpore
Garden Reach
Fort William
Alipur
Ganjam
Kalahandi
Raipur
Jashpur
Surguja
Udaipur
Jodhpur
Palamow
Lohardaga
Manbhum
Pachete
Barakar
Kasai R.
Damodar R.
Subarnarekha R.
Brahmani R.
Mahanadi R.
Rupnarayan R.
Hooghly R.
Ganges
Meghna
Brahmaputra
Teesta R.
Tista R.
Karatoya R.
Atrai R.
Mahananda R.
Kosi R.
Gandak R.
Ghaghra R.
Son R.
Sone R.
Damuda R.
Kangsabati R.
Rupnarayan R.
Subarnarekha R.
Vaitarani R.
Baitarani R.
Mahanadi R.
Rushikulya R.
Vizagapatam
Scale 1 Inch = 80 Miles
82°
86°
90°
24°
30°

REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR 1905-06.

CHAPTER I.

GENERAL REVIEW OF THE YEAR'S WORKING.

Introductory Remarks.

1. This chapter attempts to give a bird's-eye but a complete view of the salient features of educational progress in the Province during the year 1905-1906. If any reader is sufficiently interested in any branch of education to wish to learn about it more in detail, I would ask him to refer to the particular chapter which deals with that phase of education which he seeks to investigate. This chapter is intended for the ordinary busy man, who is interested in a general way in the progress of education, but has neither the time nor the inclination to make a special study of the various problems involved.

Controlling Agencies.

Direction.

2. Educational work has increased so rapidly of recent years without a corresponding increase to the staff that at the present time we are found to be attempting the impossible task of making bricks without straw. To begin with, the directing staff is inadequate. The work required to be done by the Director and the Assistant Director is considerably more than two men, even working under excessive strain, can accomplish. Proposals are under consideration for the appointment of a Deputy Director to take charge of technical and industrial education, and I am of opinion that the time is not far distant when it will be generally recognised that the Director also requires further assistants, possibly a Deputy Director for secondary, and another for primary, education.

Inspecting agency and professorial staff.

3. A scheme was sanctioned by His Majesty's Secretary of State during the year for considerably strengthening the inspecting agency. When funds permit of the scheme being brought into operation, a much needed relief will be afforded. There remains however the equally important need of a large increase to the professorial staff of the colleges. This is a subject on which the Commission recently appointed by the Calcutta University to inspect colleges has laid special stress. At present we are so short-handed that it is scarcely possible to carry on the administration, and the break-down of a single officer causes great dislocation of work. This matter will shortly be made the subject of a representation to Government. More female inspecting agents also are required. The staff has lately been increased by the appointment of three additional Assistant Inspectresses, but more are urgently required. The appointment of an additional Inspectress is also under consideration. I foresee the need, before many years are passed, of an Inspectress for every Division in which there is at present an Inspector of Schools.

Provincial, Subordinate and Lower Subordinate Educational Services.

4. The sanction of His Majesty's Secretary of State was received during the year to a scheme for the reorganisation of the Provincial and Subordinate Educational Services and the creation of a Lower Subordinate Educational Service. The pay and prospects of all officers of these services have been considerably improved by this measure, which will undoubtedly make for greater efficiency.

The Calcutta University and Collegiate Education.

The new University regulations.

5. The preparation of the new regulations under the Indian Universities' Act, 1904, and the inspection of arts colleges by the Commission referred to above were the two most important events of the year. Inasmuch as the University was unable to submit the new regulations to the Government of India in a complete form before the close of the year, the final stages of the work were entrusted to a special committee appointed by that Government. The regulations were approved by the Government of India on the 11th August 1906. They will doubtless make greater demands upon students than those previously in force. Hence it is, in my opinion, essential that the interests of poor scholars should be safe-guarded by the provision of an adequate number of scholarships of a sufficient value. This subject will be carefully borne in mind.

Report of the Commission.

6. I have referred above to the Commission appointed by the University to inspect colleges throughout this Province. The report submitted by it has brought to light numerous defects in the administration of colleges, and in particular has laid stress on the inadequacy of the professorial staff and the insufficiency in many cases of the accommodation and equipment. The Commission's report will be of great value when steps are taken to enforce the new regulations. As regards Government colleges, Government will no doubt do all that is required in order to carry out the necessary improvements; but the private colleges, if left to themselves, would indeed be in bad case. Fortunately the Government of India have foreseen the difficulty and are giving annual grants of money for the express purpose of enabling these colleges to comply with the regulations. That they will be able to do so in a short time is out of the question: progress will necessarily be gradual. One of the most pressing of all needs is the provision of hostels or messes under proper supervision for students who do not reside with their parents or other legal guardians. The Local Government has done its best to assist the University in this respect by inaugurating a system of college messes under supervision; but the work is only in the initial stage and the co-operation of the University is required in order to bring the scheme to a satisfactory issue.

The Presidency College.

7. The Presidency College, which is considerably the largest, and, according to the Commission referred to in the last paragraph, in certain respects by far the best equipped college in Calcutta, is seriously overcrowded; and in the opinion of the Commission either the numbers must be reduced or the college must be enlarged or rebuilt on a more open site. The scientific departments of this college suffer in particular owing to the want of space, while the department of chemistry is also reported to suffer from the dust and dirt of the neighbourhood. It is further reported that important groups of magnetic and electrical measurements cannot be made within an area surrounded by electric trams, and that therefore the use of such instruments cannot be taught to students. Proposals are now under consideration either for largely extending the college on its present site or removing it to another site in the neighbourhood of Calcutta. This is a question in which the public is interested and in regard to which it will, no doubt, be fully consulted.

General statistics of colleges.

8. The results of the last Entrance Examination were very disappointing, the percentage of success being only 26·4. The subject is now under the consideration of a special committee appointed by the Senate. Probably no great improvement in respect of the teaching given in High schools can be effected until the training colleges referred to in the chapter on Training Colleges and Schools are established. There has been but little variation as regards expenditure. Of the total expenditure amounting to

Rs. 7,65,695, Rs. 2,77,480 were derived from public, and Rs. 4,88,215 from private, funds. The cost *per annum* of educating a student is rising considerably. It was Rs. 110 only two years ago; while in the year under review it was Rs. 136.

Secondary Education for Indian Boys.

Statistics.

9. The number of secondary schools declined by 8, while that of pupils attending them increased by 2,422. The decline in the number of schools chiefly concerns Middle Vernacular Schools, and is mainly to be ascribed to the smaller value which attaches year by year to a purely vernacular education. In years gone by a Middle Vernacular pass qualified a student for admission to Medical and Survey Schools and to the Mukhtiyarship examination. This is no longer the case. The steady decline in the popularity of these schools must, in my opinion, culminate in their abolition as a separate class of schools. They more naturally fall under the head of primary schools, and they are so classified in the Bombay Presidency.

Subjects and methods of teaching.

10. As indicated later in this chapter, the revision of the vernacular scheme of education is in progress. The courses are at present too advanced and too diversified and the text-books are not written in language commonly used by the people, but in an unfamiliar literary style. The teaching of English in secondary schools also requires amendment. The result at present is that a great number of boys leave High Schools with an inadequate knowledge of that language, and that when they go to college they cannot understand their lecturers. The question will shortly come under review. Lastly, the training colleges for teachers in High and other secondary schools, which will shortly be opened, should work a revolution in the methods of teaching in secondary schools.

Special instruction.

11. Special instruction is given at selected secondary schools in subjects, leading up to an industrial, commercial or agricultural career. These classes are still in the experimental stage and have not hitherto proved successful. They require careful fostering. Special arrangements are being made for their supervision by persons who have some special knowledge of these subjects, and it is hoped that in this way these classes will receive a fresh impetus.

Primary Education for Indian Boys.

Progress and hindrances to progress.

12. The increase in the number of schools and scholars by 1·1 *per cent.* and 2·1 *per cent* respectively is undoubtedly a matter for congratulation. Such a result could scarcely be looked for in view of the fact that the policy, very properly followed in recent years, has been to demand an increased standard of efficiency before putting a school on the aided or stipendiary list. Further advance may now be reasonably anticipated, and, if we are able to remove certain hindrances which are at present operating to retard progress, the future may be considered to be hopeful. The first of the drawbacks referred to is the present system of vernacular instruction with courses which are too advanced and too diversified, and with text-books not written in language commonly used by the people but in an unfamiliar literary style. Much progress has been made in the work of revision, and it is hoped that by the close of the current year it will be completed. Another cause which has had a distinctly depressing effect on primary education has been the abolition of the public examinations which were previously held at the close of the lower primary and upper primary stages. I have no wish to suggest a revival of the examinations as previously held with all their attendant evils; but I recognise that a stimulus which existed has been withdrawn and that nothing has been put in its place. Boys when they leave school want some form of certificate that they have passed through a given course. I think that it would be desirable to organise a system of leaving certificates based on the reports of the school authorities and a private examination conducted in the school itself by the inspecting officer. Such a system could very well be arranged as soon as the inspecting staff is strengthened.

Pupils in the primary stage of instruction.

13. The most correct view of public primary instruction is obtained by a consideration of the number of boys reading in the primary stage, whether in primary or secondary schools. Inclusive of pupils reading in the primary stage in secondary schools the total number of pupils under primary instruction was 1,011,290, as against 1,001,324 in the previous year. One boy in every 4 boys of a school-going age was under primary instruction.

School buildings.

14. Bengal has hitherto had the unenviable reputation of being the most backward of all the Provinces in the matter of buildings for primary schools. Substantial progress was however made in the year under review, the Local Government assigning a sum of Rs. 5,03,598 towards the construction of suitable buildings on condition that a reasonable proportion should be contributed from local sources. During the current year and in future years very little expenditure in this direction will, I anticipate, be possible owing to the urgent calls for money in numerous other directions; nor am I personally of opinion that further money should be expended in this way. Government has set an example in the matter, and I consider that the most advantageous procedure to follow in future will be to promise specially favourable grants-in-aid where the residents of any locality are prepared to supply the funds necessary for building a school-house and to undertake to keep it in repair. I propose to work out a scheme on these lines as soon as practicable and to submit it for the consideration of Government.

Training Colleges and Schools for Indian Teachers.

Training colleges for teachers in secondary schools.

15. During the year under review His Majesty's Secretary of State accorded his approval to a scheme for the training of teachers who impart instruction through the medium of English. The establishment of training colleges for such teachers is one of the prime needs of the Province. Many—I might say a large majority—of the present staff of teachers are well educated men interested in their work, while many are devoted labourers. What is wanted however is that teachers should not only be well educated, but also be properly trained before they are allowed to take up the important work of secondary education.

Training schools for teachers in primary schools.

16. Most interesting is the experiment now being made as regards the training of the lowest grades of teachers of the country, that is to say, the teachers of the ordinary village schools. The work is a gigantic one, not only on account of the large number of teachers who require training—some thirty to forty thousand—but also on account of the very poor attainments of the men to be trained. Real progress has however been made, and a satisfactory scheme for gradually bringing all these teachers under training has been evolved. There will be two schools of this kind in each subdivision and such schools will be provided with suitable accommodation for the students and also for at any rate one member of the staff.

Proposed training colleges for female teachers.

17. As pointed out later when the subject of the education of women is dealt with, everything points to the fact that we have reached a stage where a very considerable expansion of this branch of education is likely to take place. In order to meet this we must however have respectable and properly qualified female teachers and inspecting agents. The prime need therefore, as regards this branch of education at the present time, is the establishment of training colleges for women teachers. It is a subject which is engaging the earnest attention of the Education Department and Government. In the meantime a decided step in advance has recently been taken in the sending to England of two Indian ladies to be trained at an English training college. If the proposed colleges for women teachers are established these ladies will be invaluable as members of the staff.

Statistics in respect of training schools for teachers, male and female, taken together.

18. The total expenditure under this head increased in the year under report by Rs. 31,903. The number of schools for male pupils and of male pupils has increased by 8 and 206 respectively; while, though schools for females have declined by 1, the number of female pupils has increased by 74. The year has been one of progress, but the progress can only be considered as an instalment towards what is to come.

Professional and Technical Education.

The Sibpur Engineering College.

Mining instruction.

19. The most important development made at the College during the year under review was the inauguration of classes for students who intend to take up mining as a profession. These classes have already been opened under a Professor of Mining recruited from the University of Birmingham, which is considered to be one of the best, if not the best, centre of mining instruction in England. Further, another Professor has been appointed to instruct persons actually engaged in the mining industry; and four centres of instruction have been selected—two in the Raniganj, and two in the Jheria, coalfield. It may also be mentioned that in addition to the schemes referred to above, a certain number of students from Bengal are each year being sent by the Government of India to go through a course of mining instruction at the Birmingham University. Four such students were sent home in the year 1904 and two in the year 1905.

Mechanical testing.

20. A question of considerable importance was under discussion during the year under review in connection with the establishment at the College of a laboratory for mechanical testing. Work of this nature has been carried on at the College on a small scale for some time past; but the amount of work to be disposed of has increased so largely that a proposal to appoint a whole-time officer to deal with it is now under consideration. It is expected that the chief volume of work will come from Departments of Government; but it is proposed to make the laboratory available to the public, subject to the payment of fees according to a scale to be approved by Government.

Results of examinations.

21. The results of the B. E. and F. E. examinations were satisfactory. In the former the percentage of success was 34·6, as compared with 25·9 and 46·1 in the two preceding years (1904-1905 and 1903-1904); while in the latter it was 53·3, as against 25 and 60·8 in the same years. The attendance at the College (82·2 *per cent.*) was not as good as in the previous year, when it was 92 *per cent.* This was owing to the fact that the year under review was a very unhealthy one at Sibpur; the daily average number of students under treatment, chiefly on account of malaria, being 22. The total expenditure of the College was Rs. 1,57,916, of which Rs. 1,29,249 were contributed from Provincial revenues, Rs. 22,405 from fees and Rs. 6,262 from other sources.

Draftsman Classes.

22. A strong need having been felt for the establishment of classes for draftsmen, steps were taken during the year under review, with the help of representatives of leading Railway Companies and Engineering firms, to establish such a class; and it is hoped that the scheme will be brought into operation during the current year.

Motor Car Driver Class.

23. At the instance of the Automobile Association of Bengal a scheme is under the consideration of Government for the establishment of a class at the Sibpur Engineering College with the object of giving to men intending to become drivers of motor cars a mechanical training such as will enable them to execute all ordinary repairs.

Industrial Chemistry.

24. In order to meet the growing industrial needs of the Province a scheme is under consideration for the establishment of Industrial Chemistry classes at the Sibpur College. The details of the scheme have still to be worked out.

Commercial Classes.

The new scheme of commercial education.

25. A new scheme of Commercial Education, which was elaborated in consultation with the Bengal Chamber of Commerce and the Bengal National Chamber of Commerce, was inaugurated at the Presidency College on the 1st July 1905. The scheme consists of two parts, the one comprising a day course, every part of which is obligatory, extending over a period

of two years and the other a series of evening lectures on certain subjects, any one or more of which may be selected at option. It is too early yet to judge how far this scheme will prove effective and adequate. The day course is the principal one; and, as stated above, it extends over two years. The first examination of students under the new scheme for the day course will therefore not take place till April 1907. The evening classes have hitherto not proved a success, and in fact it is doubtful whether in this climate such classes can be expected to achieve results such as are obtained in Europe. The immediate need in respect of these classes is to remove them from the Presidency College, where they are cramped for room, to the business part of the city. It is unreasonable to expect business men after a long day's work to travel any considerable distance for the purpose of attending the evening classes.

Higher commercial education required.

26. The commercial education provided at the Presidency College aims only at turning out men qualified to be good clerks. If the present scheme proves a success, it will obviously be necessary to provide before long for a superior commercial education such as will fit a man to conduct a business on his own account. Meantime, the proposal recently made by the Government of India to send scholars to England for an advanced course of commercial education will meet a distinct want in this Province.

Industry.

The Serampore Weaving School.

27. The Government of India have sanctioned the opening of a Weaving School at Serampore, and it is hoped that it will be possible to commence work in the coming cold weather. The object of the scheme is, firstly, to bring home to the ordinary artisans the latest improvements in respect of weaving apparatus, and, after supplying them with the necessary instruction, to give them advances of money in order to enable them to purchase the necessary apparatus; and, secondly, to train up higher class students with the object of enabling them to become teachers of improved methods in outlying centres or to start businesses of their own in the weaving line.

Industrial Schools.

28. These schools increased during the year from 30 to 41. There is a great opening here for development, but no substantial results can be expected until a special officer is appointed to have charge of all the technical and industrial schools. These schools at present languish for want of encouragement. As indicated above, a proposal is now under consideration for the appointment of a special officer for the purpose.

Education of Indian girls in secondary and primary schools, and zanana education.

General Review.

29. As I stated above in connection with the urgent need for respectable and well qualified women teachers and inspecting agents and the proposal to establish training colleges in order to meet that need, everything points to the fact that we are on the eve of a large expansion of education for women and girls. The people are willing to welcome such an expansion provided that progress proceeds on lines that are not antagonistic to their conservative instincts, with which sympathy should be shown. The policy must not be destructively radical, but progressively conservative. We can only advance by devising measures which are not inconsistent with prescription, to which in the past insufficient concessions have been made. We must not run amuck against tradition, but must carry tradition with us on the lines of progress. The recent history of this branch of education in Egypt throws a vivid light on the question as it affects India. There, as the report of His Majesty's Agent and Consul-General for the year 1905 tells us, the reluctance of parents to send their daughters to school has already been largely overcome. I quote the following passage from the report:—

"It is to be observed that the steady output of boys from Secondary Schools and Higher Colleges has distinctly stimulated the movement for female education, for the younger generation are beginning to demand that their wives should possess some qualifications other than those which can be secured in the seclusion of the harem. The interaction of the two branches of education does not stop here, for not only has the growth of education among boys stimulated the desire for instruction to girls, but it has also tended to improve

the quality of education given to the girls by prolonging the period of instruction. There appears good reason for supposing that, where education has made progress, the age of marriage has risen, and that, in consequence, the girls are allowed to remain longer than heretofore at school."

May we not hope that progress will follow the same lines in this country? Signs are not wanting that the advance in this Province will be general and not merely confined to the Bengali-speaking districts. In fact some of the most progressive districts in this respect are in Bihar, which is usually considered a backward part of the Province from an educational point of view.

Statistics.

30. During the year under review secondary and primary schools for girls increased from 2,563 to 2,877 and female students in such schools from 59,034 to 65,632, that is to say, by 12·3 and 11·15 *per cent.*, respectively; while the total number of girls under instruction in primary and secondary schools for girls and boys increased from 102,546 to 109,078, or by 6·37 *per cent.* Simultaneously, expenditure in connection with secondary and primary girls' schools has increased by Rs. 42,731.

European education.

Backward condition.

31. Last year when reporting on the general condition of European education in Bengal the Inspector spoke in no doubtful terms of its unsoundness and urged the unwisdom from a political point of view of allowing this unsoundness to continue. In reviewing these remarks the Government of Bengal stated in its Resolution that the political consequence of such a state of things could not be regarded with indifference, because, restricted as Europeans and Eurasians are in their choice of the means of livelihood, their educational fitness is a matter of great importance. Judged by the results of the year under review European education in the Province, except in the case of a few superior schools, cannot be considered to be satisfactory. Of the 74 candidates who entered for the High School Examination, 20, or 27 *per cent.* only, passed. Of 81 candidates who entered for the Middle School Examination 14, or 17·2 *per cent.* only, were successful. Still more significant perhaps is it that out of 49 boys who, having completed their school education, were sent up for the Middle School examination before being sent out into the world, only 5, or 10·2 *per cent.*, were able to pass. The Inspector of European Schools remarked in his report for 1904-1905 "that a certain amount of proficiency was obtained by boys in elementary arithmetic, but that, with this exception, the work was poor and slovenly to a degree." His criticism still holds good. The picture presented is, as far as the past is concerned, indeed gloomy from every point of view. Some of the leading schools of the Province are still struggling under a burden of debt which makes any real progress impossible. Many are working in buildings which are admittedly quite unsuitable, while all practically are striving to accomplish tasks for the performance of which their resources are inadequate. Inspectors have told us that the work of the schools is bad, and employers of labour have testified to the truth of this criticism.

Hope for the future.

32. The question therefore to be answered is what is to be done. The reply seems to me to be that we must have a better scheme of work and better teachers. Dark as the past has been, I am thankful to say that the future is not without hope. Proposals for revised courses of study, approved by a representative conference of school managers, teachers and others interested in European education, have already been submitted to Government; and, when these are approved, we shall at least know that the system upon which we are working is sound. In order however to give a sound education on the revised lines we must have better qualified teachers, and in this respect we should indeed have been in bad case had not the Government of India come to our rescue and begun to make special provision for European education. Gradually the circumstances of each school will be systematically overhauled, and such assistance as is required will be given in order to enable it to work up to a higher standard. The work has already begun, and, slow though the progress may be at first, I am full of hope that the corner has been turned and that a new era has begun.

Muhammadan Education.

33. It is very satisfactory that the reaction reported last year has been arrested. In the years 1902-1903 and 1903-1904 the increase in the number of Muhammadans attending all classes of educational institutions was 5·8 and 11·7 *per cent.* respectively, and a hope was expressed that a real and lasting awakening had occurred on the part of the Muhammadan community to the advantages of education. In the year 1904-1905 however there was a sudden decline of 3·1 *per cent.* The increase in the year under review of 3·0 *per cent.* is therefore encouraging. A further impetus may also be anticipated in the near future because a scheme for bringing under the grant-in-aid system the indigenous Muhammadan primary schools which exist throughout the Province is now being brought into full operation. These schools will be aided on condition that they conform to simple departmental standards.

Education of Special Classes.

Backward races and people.

34. There is a wide field awaiting exploration in connection with aboriginal and backward races and tribes, and indigent Muhammadans and Hindus. These people can only be reached by an extensive development of primary education, and this can only be done as a result of considerable expenditure. We have already reached the better classes and the more accessible tracts of country, and any step now taken in advance will, for obvious reasons, be more costly. At present, if we had the money, the experiment would be of doubtful value, for we have not the necessary supervising staff. As soon however as that staff has been strengthened, the time will have arrived for a forward move.

Reformatory Schools.

35. The most satisfactory feature of the year's working was the marked improvement in respect of discipline and conduct in the reformatory schools. There is no doubt that this result is due to the policy laid down by Government that the boys are to be treated as if they were at school and not as if they were in jail. In pursuance of this humane and civilising policy, many important reforms are now in process of development. The chief of these are:—

(1) the project for the removal of the Alipore Reformatory School from its present site near the Alipore Jail to a site in the suburbs, where there will be no jail associations and where there will be plenty of room for play-grounds;

(2) the development of the industrial training given at the schools, and especially at the Alipore School, on more advanced and scientific lines:

(3) an improved and more conciliatory system of watch over discharged boys; and

(4) last, but certainly not least, a proposal to replace, as far as possible, the present illiterate guards by resident teachers qualified to influence the lives of the boys for good.

Hostels and Messes for Indian students.

Progress.

36. A strong forward movement is being made in regard to the provision of hostel and mess accommodation for students of all classes. Both in Calcutta and in the Mufassal steps have been taken by Government to provide students, who do not live with their parents or guardians, with some kind of residence under supervision. The project is in an experimental stage at present and it would be rash to pronounce upon it. There is good reason however to believe that it will gradually develop into an orderly scheme which will be of the greatest benefit to students. The new Calcutta University regulations make residence in either a hostel or mess under supervision compulsory and so set the seal to a scheme which was initiated in anticipation of their enactment. The next step to be taken will be to inaugurate a scheme of residence for school boys who do not reside with their parents or guardians. This will be an easier matter, because in the case of such students a large proportion come from the immediate neighbourhood of the schools and hence do not require provision to be made for them. In some places what is chiefly required in

regard to schools is the provision of hostels so as to enable boys from the interior of the districts to take advantage of higher education. This they are at present unable to do owing to the absence of the necessary facilities.

37. The number of hostels increased from 310 to 377, the number of inmates from 9,478 to 11,424 and the expenditure from Rs. 3,24,457 to Rs. 3,77,403. All this is satisfactory, and it is also satisfactory that the bulk of the money expended, viz. Rs. 3,36,122, came from private sources. Statistics.

The Central Text-Book Committee and the Calcutta School Book Society.

38. The working of the Central Text-Book Committee has recently been adversely criticised, the main objections raised being:—

(1) that the preliminary examination of text-books which is required under standing orders before their submission to the Text-Book Committee should not, as heretofore, be conducted in a confidential manner, but that the names of the persons consulted should be made public,

(2) that members of the Text-Book Committee should be remunerated for their work, and

(3) that the exclusion from the Text-Book Committee of persons who are authors or who have any interest in the production of text-books has the effect of depriving the Committee of the services of the very persons whose services would be of real use.

These questions are now under consideration in connection with a proposal which has been made by certain publishing firms in Calcutta that the School Book Society should be abolished on the ground that it interferes with private trade. The functions of the School Book Society and the Text-Book Committee are interconnected, and the questions raised will be dealt with together.

CHAPTER II.

CONTROLLING AGENCIES.

Managing Agencies.

39. Of the 38,781 institutions for public instruction which were in existence during the year under review, 950 were under public, and 37,831 under private, management. Of the 37,831 institutions under private management, 30,472 were aided by Government and 7,359 unaided. The bulk of the primary schools of the Province were under private management. Thus, of a total number of 36,533 primary schools, as many as 35,961 were under such management, 29,193 of these being aided by Government and 6,768 unaided. The proportions were very similar in regard to secondary schools. The total number of such schools was 1,534. Of these 1,314 were under private management, 987 being aided by Government and 327 unaided. Again, as regards colleges, although in this case the proportion under public management was greater, more were under private, than were under public, management. Thus, of 49 colleges, 18 were under public, and 31 under private, management; while no less than 25 of the colleges privately managed were unaided. It is only as regards training schools that Government took the lead, managing 112 such schools, as against 26 which were under private management.

The appointment of an Assistant Director of Public Instruction.

40. The appointment of an Assistant Director of Public Instruction was sanctioned in the year 1902-1903 with the object of enabling the Director to devote more attention to important cases and to enable him to carry out better his duties of inspection. The work to be done has however increased so largely in recent years, owing to the much greater amount of attention that is being paid to education and the enhanced expenditure incurred thereon, that this appointment is not at the present time, I consider, sufficient. As indicated in the chapter on Professional and Technical Education, the appointment of a

special officer to supervise technical and industrial schools is under consideration; and I am of opinion that the time is not far distant when it will be recognised that the Director requires other officers to assist him, possibly a Deputy Director for secondary, and another for primary, education. At the present time it is only by excessive strain upon the Director and Assistant Director that the work is done at all, and I am fully conscious that even in this way it is not done as it should be. To take one branch of the duties of the Director as an example, the Director has only been able to absent himself from Calcutta on inspection duty, since the date of the appointment of an Assistant Director, for, on an average, 41 days a year. This is, I consider, quite insufficient; but the explanation lies in the fact that the work to be done by him is excessive.

The Reorganisation Scheme.

41. The sanction of His Majesty's Secretary of State was received during the year under review to the scheme of reorganisation of the Provincial and Subordinate Educational Services, and for the creation of a Lower Subordinate Educational Service to include the large majority of the ungraded educational appointments. The lowest grade in the Provincial Educational Service has been raised from Rs. 150 to Rs. 200, the number of appointments in the higher grades has been increased, and a new grade on Rs. 350 has been created. In the Subordinate Educational Service 163 appointments have been added, 163 ungraded men being included in that service. Lastly, a Lower Subordinate Educational Service has been created with five grades, carrying incremental salaries, for men who hitherto have been on fixed salaries outside any graded service. The cost of the scheme, as regards this Province, comes to Rs. 1,41,147 a year. The scheme, which will take effect from the 10th September 1905, will shortly be promulgated by Government. The distribution of the staff between Eastern Bengal and Assam and this Province, and the consequent necessity of making references to the former Government, has been the cause of the delay in the publication of the project.

Increase of the inspecting agency.

42. The Indian and Provincial Educational Services are at the present time undermanned and unable to cope satisfactorily with the work to be done. The pay and prospects of the men in the Provincial Educational Service have been improved by the reorganisation scheme above referred to, but the number of appointments in that service has not been enhanced. The numerous educational reforms which have been initiated in recent years have entailed upon these services a large amount of additional work; but the additional appointments made to the services in question have not been by any means commensurate with the increased responsibilities involved. A scheme for increasing the inspecting agency has recently been sanctioned by His Majesty's Secretary of State, and, when it is brought into operation, a much needed relief will be afforded in one branch of work. The scheme provides, subject to the allotment of the necessary funds by the Local Government, for the appointment of 9 Inspectors, 14 Assistant Inspectors, 50 Deputy Inspectors, 160 Sub-Inspectors, and 100 Assistant Sub-Inspectors, of Schools. Inasmuch however as the scheme was proposed with reference to the needs of Bengal prior to the Partition, the Government of Eastern Bengal and Assam is entitled to a share of these appointments, which may roughly be taken at one-third. The cost of the scheme, as regards this Province, is Rs. 4,00,750 a year.

Inadequacy of the professorial staff.

43. The question of the adequacy of the professorial staff has still to be considered. The Commission appointed by the University of Calcutta to inspect Calcutta and mufassal colleges has recently reported that the professorial staff is decidedly undermanned. The Commission has thus expressed itself at page 22 of its Report on Mufassal Colleges:—

"It follows that if we are convinced of the expediency of changing the type of education given we must greatly strengthen the teaching staff. For the adequate carrying out of the new type of instruction the staff needs almost everywhere to be increased in number

"If we now bring forward the other claims of the new ideal and lay down that in addition to more exacting forms of class work the staff of a college is also to be responsible for the general, physical and moral well-being of all its students, the inconformity between aspiration and resources is pushed still further. We have very greatly increased the load of work and responsibility on our staff by introducing new conceptions of duty; we have done nothing to lighten the burden. It becomes still clearer that the old scale of staff is no longer adequate."

The Commission then goes on to recommend that for the present a proportion of 1 to 15 between the staff and students should be regarded as the lowest proportion of teachers that is compatible with efficiency. Definite proposals have been called for by me from Principals of colleges, and a report will shortly be submitted to Government making suggestions as to the increase which is required in the Indian and Provincial Educational Services.

The transfer of Sub-Inspectors of Schools from the control of the District Boards and Municipalities.

44. During the year under review Sub-Inspectors of Schools in the employ of District Boards and Municipalities were transferred to the Department. Great difficulties were experienced as regards the transfer and promotion of Sub-Inspectors of Schools as long as their appointment rested with the local authorities. Invidious distinctions were also created under the old system between the pay and the prospects of departmental and non-departmental Sub-Inspectors. Further, it was felt that the responsibility for inspecting schools should, as in other Provinces, rest with the Department and not with the local authorities which were charged with the duties of maintaining and aiding schools. The prospects of the Sub-Inspectors have been materially improved by the change.

Female Inspecting Agency.

45. In a recent report to Government I pointed out the very rapid increase in the number of girls' schools, and that, owing to the inadequacy of the inspecting agency, many schools and much zanana teaching work went altogether uninspected. I stated that in my opinion at least thirteen additional Assistant Inspectresses were required; but that I was constrained, owing to lack of funds, to limit my application to the immediate appointment of three such officers. I also shewed the necessity of appointing an additional Inspectress of Schools and foreshadowed the probable need, before many years had elapsed, for an Inspectress of Schools in each Division in which there is an Inspector of Schools. Government has since sanctioned the appointment of the three additional Assistant Inspectresses, while the question of appointing an additional Inspectress is under consideration. I have in the chapter on the Education of Indian Girls commented on the pressing need of more well-qualified female inspecting agents, and, as soon as funds are available, I shall submit a further representation to Government on the subject.

Functions of District Officers and their Assistants.

46. Important circulars were issued during the year under review both to educational and executive officers inviting their attention to the instructions which had been issued from time to time by the Government of India and the Local Government concerning the duties of executive officers in regard to educational work and reminding them of the necessity for mutual co-operation in all branches of education, and specially in the matter of primary and secondary education. These instructions were in certain quarters regarded as likely to cause undue interference by executive officers in educational matters. The misconception, where it existed, was, I think, due to a want of appreciation of the fact that the special knowledge of a district which an executive officer possesses is indispensable to the organisation of school education. In this connection it may be observed that in the Resolution of the 28th October 1899 on Mr. Cotton's Review, the Government of India observed:—

"Revenue officers are in no way relieved of that duty (*i.e.*, inspection) by the transference of schools from their charge to the charge of Local Boards. The District Officer has many a burden laid on him, but village schools' inspection is a very necessary duty and must be insisted on. Where Revenue Officers cease to interest themselves in the cause of

education, the administration of the Boards is (as Mr. Cotton says of Bengal) 'not generally attended with success.' Local Governments must see that this duty is not neglected, and should specially observe how far it is performed."

That a great improvement has been effected in this respect is clear from the fact that I am able to record my marked appreciation of the very valuable services which are being rendered to the Education Department by executive officers of all ranks.

District Board and Municipal Management.

47. It has been generally reported that District Boards and Municipal Committees have worked harmoniously with educational officers during the year under review. There was a larger expenditure on education from both District and Municipal funds—in the case of the former the increase has been from Rs. 11,50,315 to Rs. 11,77,325, or by 2·35 *per cent.*, and in that of the latter from Rs. 1,01,831 to Rs. 1,05,520, or by 3·6 *per cent.* In not a few cases, however, it is reported that Municipal Committees failed to expend the prescribed proportion of their income, viz., 3·2 *per cent.*, on primary education. The necessary explanations are being called for.

Inspection Work.

48. The late Director was only able to spend 35 days on tour during the year under review. This was presumably owing to the fact that he was much detained in Calcutta during the cold weather in connection with the framing of the new regulations of the Calcutta University. I spent 17 days on tour after joining the office of Director towards the end of the year and before taking over formal charge on the 31st March 1906. The work of inspecting officers of all grades was generally very satisfactory. Explanations are being called for from certain Sub-Inspectors who failed to conform to the standing orders as regards the amount of touring required of them, and due notice will be taken in cases in which the explanations submitted are unsatisfactory.

CHAPTER III.

THE CALCUTTA UNIVERSITY AND COLLEGIATE EDUCATION.

The Calcutta University.

The new regulations.

49. The University was unable to finish its work in connection with the new regulations under the Universities Act, 1904, before the close of the year under review. The completion of the work was therefore assigned to a special committee appointed by the Government of India. The new regulations were approved by that Government on the 11th August 1906.

Inspection of colleges.

50. A very important event of the year as regards collegiate education was the systematic inspection of colleges by a Commission appointed by the Senate of the University. The report submitted by the Commission has brought to light numerous defects in the administration of colleges, and in particular has laid stress on the inadequacy of the professorial staff and the insufficiency in many cases of the accommodation and equipment. The Commission's report will be of great value when steps are taken to enforce the new University regulations.

Grants by the Government of India to the University.

51. During the year under review a grant of Rs. 30,000 was made by the Government of India to the University for the purpose of improvements to privately managed Colleges. In making the grant the Government of India observed that it was important that adequate arrangements should be made for the residence of students who do not lodge with their parents, guardians or relations and for the supervision of resident students. Mention was also made of improvement in teaching as a proper object of expenditure. Pending the receipt of the report of the Commission referred to in the last paragraph, the Syndicate was unable to submit its recommendations on the

subject, and hence no expenditure was incurred during the year under review. The sum referred to has however been regranted, and will, with a further sum of Rs. 80,000 granted for the current year, shortly be distributed among the colleges by the Local Government after consideration of the recommendations of the Syndicate on the subject. I have expressed a hope elsewhere in this report that these grants may chiefly be utilised in making a beginning towards the provision of hostel accommodation for students. I know of no more urgent need.

General Statistics of Arts Colleges.

Number of colleges.

52. The total number of Arts colleges during the year under review was 34. The Doveton College has submitted no returns and apparently has no collegiate classes at present. Of the 34 colleges, 10 were under public, and 24 under private, management. Of the 10 colleges under public management, 8 were Government colleges and 2 were managed by local authorities. Of the 24 colleges under private management, 6 were aided and 18 unaided. Of the 34 colleges, as many as 17 are in Calcutta, 4 being Government, 4 aided, and 9 unaided, colleges.

Expenditure.

53. There has been but little change as regards expenditure. Of the total expenditure of Rs. 7,65,695, Rs. 2,77,480 were derived from public, and Rs. 4,88,215 from private, funds, *i.e.*, 36 and 64 *per cent.*, respectively. The large proportion of the cost of higher education paid from private sources is very noteworthy.

Cost of educating a student.

54. The cost *per annum* of educating a student is rising considerably. It was Rs. 110 in 1903-1904, Rs. 124 in 1904-1905 and Rs. 136 in the year under review. The difference in the cost at the several colleges is most striking, the highest rates being Rs. 458, Rs. 304, and Rs. 264 at the Sanskrit, Patna, and the Presidency Colleges, respectively, and Rs. 31 at the Ripon College and the Church Missionary Society's College. At the Bethune Ladies' College, where the number of students is small, the cost rises as high as to Rs. 608.

Attendance.

General statistics of attendance.

55. The total attendance at colleges has declined from 6,400 to 5,675. The decline occurred chiefly at aided and unaided colleges. Of the number of boys of a school-going age, 1 in every 695 was in an arts college during the year under review, as against 1 in every 711 when the Fourth Quinquennial Review was written. Of the total number of students, 1,413 were in colleges under public management; of these again, 1,334 were in Government colleges, a small balance of 79 being in colleges managed by local authorities. Of the 4,262 students in privately managed colleges, 1,381 were in aided, and 2,881 in unaided, colleges.

The Presidency College.

Overcrowding.

56. The Presidency College had 698 students on its rolls on the 31st March 1906. The Principal reports that the class rooms are seriously overcrowded and that the college is not capable of accommodating with advantage more than 400 to 500 students. I cite below what the Commission referred to above has said on the subject:—

"The Presidency College is considerably the largest, and, in certain respects, by far the best equipped college in Calcutta. The class-room accommodation is not, however, enough for the great number of students attending the college, and the rooms are faulty in arrangement. The numbers in the Arts classes have greatly increased since the college was built, and latterly the numbers have been further swelled by the addition of commercial classes. The class-room accommodation remains unaltered, and consequently there are not class-rooms enough for all purposes, and some classes are so large as to overcrowd the existing class-rooms. Classes that were formerly divided into sections are now kept undivided, and as the size of the class-rooms has not expanded, the inevitable result has been overcrowding. This overcrowding is an evil in two ways. Students have to sit so close together that they cannot write with any comfort or ease. The classes are too large for satisfactory teaching, and even the maintenance of order is made difficult. The present congestion of numbers is a grave defect and calls for immediate remedy.

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Either the numbers must be reduced, or the college must be enlarged and extended or rebuilt on a more open site."

Proposals for improvement.

57. Proposals are now under consideration either for largely extending the college on its present site or removing it to another site in the neighbourhood of Calcutta. This is a question in which the public is interested and in regard to which it will, no doubt, be fully consulted.

Accommodation at Government colleges generally.

58. The general subject of accommodation at Government colleges will also be considered together with that of strengthening the professorial staff. The first question to be decided in each case will be how many students each college is, or should be made to be, able to accommodate with advantage, and then what staff is required in order to give that number effective teaching.

The Principalship of the Presidency College.

59. Closely connected with the working of the Presidency College is the question of the Principalship. This is what the Commission referred to above says on the subject:—

"The Principal's position is most unsatisfactory, if he may be regarded as the head of a learned society, and as invested with the control and management of the largest and most advanced body of students in the Presidency. He is over-burdened with routine work of a multifarious description, which leaves him little leisure for the consideration of questions truly educational and the adequate discharge of his responsibility for the intellectual and moral welfare of seven or eight hundred students.

This is at once evident if the position and duties of the Principal of the Presidency College are compared with those of the head of an educational institution on the same scale and of the same character out of India. Until this anomaly is altered, it is idle to look for a really satisfactory carrying on of the Presidency College as an educational institution. To effect a change for the better the Principal must be relieved, wholly or in part, of his grave financial responsibilities and of the bulk of that routine office work which consists of signing his name and checking items of expenditure. However great may be the departmental convenience of the present arrangement, it is fatal to real educational efficiency, and the Presidency College is first and foremost an *educational* institution. A separate (fully responsible) officer is needed for the purely business work of the College. The Principal of the Presidency College is also at present, quite unaccountably, President of a Reformatory. The connection between this responsibility and the management of a great college is difficult to understand. In all these respects the position of the Principal of the Presidency College contrasts unfavourably with the position of the Principal of every other college affiliated to the University."

In my opinion not only should the views of the Commission be adopted—and their views are receiving my attention—but the Principal of this college should be given an allowance over and above his ordinary pay. We want one of the best men in the service for this post, but at present we penalise him (1) by giving him exceptional responsibilities and (2) by making him live in the most expensive place in Bengal. This aspect of the question will also receive my consideration when I submit proposals as regards increasing the professorial staff.

The Patna College.

60. Extensive improvements are in process of development in respect of this college. In the first place, a considerable area of land in the neighbourhood of the college is being acquired in order to make the college premises more compact and to provide room for additional buildings. Secondly, arrangements are almost complete for the construction of a hostel for Hindu students to be called the "Minto Hindu Hostel," to be built with money subscribed by the Maharajas of Darbhanga, Gidhour and Sonbarsa, the Raja of Khaira and the Maharanis of Bettiah, Dumraon and Hatwa in honour of the visit to Bankipore of His Excellency the Viceroy during the year under review. Further plans involve the construction of a hostel for Muhammadans, new Science Laboratories, houses for the Principal and for one of the professors of the college, and a gymnasium.

Examinations.

61. The Entrance Examination results were exceptionally bad, the percentage of success in regard to this Province being 26·4 only; and a cry has been raised that innocents have been massacred. A special committee of the Senate has been appointed to investigate the subject. Unaided colleges did much better both in the F.A. and B.A. examinations, the percentages of success being 31·29 as against 23·76 in the year 1904-1905 in the former, and 20·8 as against 15·8 in the latter, case.

Collegiate Education for Women.

62. The Bethune College, Calcutta, is the only college for ladies in Bengal. There are however University classes attached to Loreto House, Calcutta. The number of students from these institutions fell off during the year under review from 32 to 19. The examination results of the Bethune College are however strikingly good. Out of 7 candidates sent up for the F.A. examination 6 passed; while out of 4 candidates sent up for the B.A. examination 2 passed.

Residence, Common-rooms, Games and Discipline.

63. I am recording what I have to say under these heads in the chapter on "Physical and Moral Training."

Laboratories and Accommodation for Scientific Departments.

64. Mr. Cunningham, Professor of Chemistry, Presidency College, strongly urges the claims of his department to radical reform. He lays special stress on the want of accommodation, the interruption of lectures caused by the noise from the surrounding streets and bazaar, the dirty state of the chemical laboratory owing to the dust and dirt of the neighbourhood, the inadequacy of the funds supplied for carrying on the work of the laboratory, and the insufficient pay of the menial staff. He also reports that important groups of magnetic and electrical measurements cannot be made within an area surrounded by electric trams, and that therefore the use of such instruments cannot be taught to students. The want of accommodation for the Science Departments of this college has been amply demonstrated by the Commission which recently inspected colleges. As indicated above, proposals are under consideration either for largely extending this college on its present site or removing it to another site in the neighbourhood of Calcutta. The urgency of this matter will be at once apparent when it is remembered that the Intermediate examination in Science will be held for the first time in accordance with the new regulations in 1909. The regulations include an insistence that all students presenting themselves for this examination shall produce a certificate stating that they have completed a course of practical work in each science. The teaching for this examination will begin in July 1907. The first batch of students will have to be satisfied with beginning their practical work in July 1908; but in subsequent years it will be necessary to get through some of their laboratory work in their first year. Thus, entirely new practical classes will have to be provided for in addition to a much more thorough training during subsequent years in remodelled or newly constructed laboratories. The other questions raised by Professor Cunningham are, I hope, capable of easy solution: they are receiving my attention. Professor Cunningham also makes serious complaint as regards the delay caused by the present system of indenting for apparatus for the laboratory. In this connection I may mention that the Commission has pointed out how seriously Government colleges are handicapped in this respect as compared with private colleges. I have discussed this matter in the chapter on "Professional and Technical Education," and stated that I would make a representation on the subject to Government.

The Presidency College.

Scholarships.

65. The Education Commission of 1882 recommended that Local Governments should be asked "to consider whether it was necessary to assign for scholarships tenable in Arts Colleges a larger proportion of the Provincial grant for education than 2 *per cent.*" This proposal was confirmed by the Government of India in their Resolution on the report of the Education Commission, and orders to the same effect were reiterated by that Government in their Resolution on Mr. Cotton's Third Quinquennial Review of Education, in which it was pointed out that the 2 *per cent.* limit had been considerably exceeded in Bengal. Accordingly, in the year 1900 the Bengal Government reduced the value of both the Senior and Junior Scholarships so as to conform to the orders of the Government of India. The reduction gave rise to much discontent, and in the year 1904 the whole question was again discussed. It was then found

that, owing to the increase in the amount of the Provincial grant for education, the values of the scholarships could be raised to their former amounts, and also that the number of the scholarships could be increased without infringing the prescribed limit of expenditure. A scheme submitted to that effect by the Director was therefore approved, subject to the allotment of the necessary funds. Hitherto it has been found impracticable to give effect to the proposal owing to numerous calls upon available funds. I am however now referring the matter to Government, and at the same time am suggesting that a reference on the subject should be made to the Government of Eastern Bengal and Assam, so that both the Provinces may take similar action in the matter. I am of opinion that there is urgent need that the scheme provisionally sanctioned in the year 1904 should be given effect to as soon as possible. The new regulations of the University make greater demands upon students than those previously in force, and I consider it essential that poor scholars should have the fullest measure of consideration meted out to them.

Oriental Colleges.

Institutions.

66. Indigenous institutions for the study of Sanskrit and Arabic are dealt with in the chapter on "Private Institutions." I now deal with those oriental colleges which are returned as public institutions. These are the Sanskrit College, Calcutta, and the Arabic Department of the Calcutta Madrassah.

The Sanskrit College, Calcutta.

67. It is satisfactory to note that students are now beginning to take up for the Sanskrit Title Examination the more difficult and abstruse subjects, such as law and philosophy, instead of the easier subjects, such as literature and grammar.

Recognised Sanskrit Association.

68. The Principal of the Sanskrit College is charged with the duty of supervising the examination of candidates sent up, on the recommendation of certain recognised Associations, from institutions for advanced Sanskrit learning which conform to approved methods of teaching. These examinations lead up to the Title Examination referred to in the last paragraph. A question has recently been raised whether representative persons should not be associated with the Principal of the Sanskrit College in the superintendence of the several Sanskrit examinations. This matter is now under consideration.

Madrassahs.

69. The Calcutta Madrassah and private Madrassahs are mentioned in the chapter on Muhammadan Education.

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

The secondary stage of general education.

70. As stated in the Fourth Quinquennial Review, the secondary stage of general education extends from the end of the primary stage, that is to say, the upper primary stage, to the end of the school course. In this Province it is a simple prolongation of the primary stage, and the pupil proceeds to the secondary course after traversing the full primary course, and often without change of school.

Middle and High schools.

71. The middle school has all the primary classes, and merely carries the pupil two classes beyond the primary stage. Middle schools may however at option teach English as a language in the four top classes. A high school has all the classes of a middle school, but carries the pupil four classes higher, teaching through the medium of English in those classes. Boys studying in these four classes are considered to be in the high school stage.

Scope of the Chapter.

Secondary stage of education and secondary schools —male and female pupils.

72. Following the method adopted in the Fourth Quinquennial Review, I deal in this chapter chiefly with the secondary stage of education, leaving the primary stage, even when the instruction is given in secondary schools, to the next chapter. Similarly, I relegate the secondary education of girls to the chapter on the Education of Indian Girls. Three hundred and sixty girls were reading in secondary schools for boys during the year under review.

These are included in the statements which purport to deal with the number of *pupils* in boys' schools. In other respects, this chapter deals only with schools for boys and boys in secondary schools.

Secondary Schools.

General statistics of English and Vernacular schools for boys.

73. The total number of secondary schools declined from 1,464 to 1,456, or by 8, in the year under review. The number of Middle English schools remained stationary, that of High schools increased by 2, and that of Middle Vernacular schools declined by 10. The decline in the number of Middle Vernacular schools is the inevitable outcome of the small value which attaches to a purely vernacular education. In years gone by a Middle Vernacular pass qualified a student for admission to Medical and Survey schools and to the Mukhtiyarship examination. This is no longer the case. The steady decline in the popularity of these schools must, in my opinion, culminate in their abolition as a separate class of schools. As indicated in the next chapter, there is only one examination held in this Province, that is to say, that held at the end of the middle vernacular course. It is however termed the "Primary Examination." It would be consistent therefore to consider all Middle Vernacular schools as Primary schools, as in the Bombay Presidency. This is a subject which is engaging my attention, and I shall, if necessary, make a reference to Government in regard to it.

Cost of English schools.

74. In paragraph 316 of the Fourth Quinquennial Review the cheapness of an English Secondary school is commented upon. It is stated that the cost of such a school in the year 1901-1902 was Rs. 191 a month. This calculation evidently proceeds on the assumption that all Middle English schools should be classed as Secondary English schools. It has to be borne in mind however that no subjects are taught through the medium of English in these schools, but that English is taught merely as a language in the four top classes. These schools are really therefore Vernacular to a much larger extent than they are English. The monthly cost of a High school in the year under review was Rs. 362, and that of a Middle English school Rs. 67. On the other hand, if both these classes of schools be considered as English Secondary schools, as in the Fourth Quinquennial Review, the cost was Rs. 178, as against Rs. 191 in the last year of the last quinquennial period.

Management of English Secondary schools.

75. If we reckon Middle English schools as Secondary English schools, we find that of 1,029 such schools, 73 were under public, and 956 under private, management. Of the 73 schools under public management, Government itself only maintained 41, the rest being managed by the District Boards and Municipal Committees. The bulk of the schools maintained by Government are High schools, in pursuance of the established policy that there should be one Government High school in each district.

Management of Middle Vernacular schools.

76. Of the 427 Middle Vernacular schools, 121 were under public, and 306 under private, management. Of the 121 schools under public management Government itself however maintained only 17.

Aid to privately managed English and Vernacular Secondary schools.

77. Of 956 privately managed English Secondary schools, 655 were aided, and 301 unaided. The proportion of aided schools was much greater in respect of Middle Vernacular schools. Thus, of 306 such schools, 263 were aided and 43 only unaided. The inference is obvious. People want schools where English is taught, and therefore contribute readily enough towards that form of education.

Statistics of Pupils.

Pupils in Secondary schools and in the secondary stage of education.

78. Pupils in secondary schools increased from 145,094 to 147,516, or by 1·66 *per cent.* Of the 147,516 pupils in secondary schools, 65,385 were in the secondary, and 82,131 in the primary, stage of education. The primary stage pupils are included in the statistics given in the chapter on Primary Education and are not taken into account in this paragraph. Of the 65,385 pupils in the secondary stage of education, 61,254 were in English, and 4,131 in Vernacular, Secondary schools. Again, of the 61,254 pupils in the secondary stage in English schools, 33,805 were in the high, and 27,449 in the middle, stage of instruction. One pupil was in the secondary stage of instruction in an English Secondary school to every 63 pupils of a school-going age, as against 1 to every 71 at the close of the last quinquennial period. On the

other hand, 1 pupil was in the secondary stage of instruction in Vernacular schools to every 949, as against 1 to every 830 at the close of the last quinquennial period. The falling off in the latter case is due to the unpopularity of Vernacular schools noticed above.

Expenditure.

General statistics of expenditure.

79. There was very little change as regards either the expenditure on Secondary schools for boys or the sources from which that expenditure was derived. The total expenditure increased from Rs. 23,90,040 to Rs. 24,29,130. Of the last-named sum, Rs. 4,43,970 were contributed from public, and Rs. 19,85,160 from private, funds.

Cost of educating a boy.

80. The average annual cost of educating a boy in a High, Middle English and Middle Vernacular, School respectively during the year under review was Rs. 22, Rs. 12, and Rs. 9.

Subjects and methods of teaching.

Revision of the vernacular scheme of education as touching the lower classes of High schools.

81. I deal in the next chapter with the question of the revision of the vernacular scheme of education which was sanctioned by Government in 1901. As there stated, that scheme has resulted in comparatively empty lower classes in Government and aided High schools. Parents are anxious enough to send their boys to these schools as soon as they are fit for entry into the classes where the medium of instruction is English, because in general the teaching is better at such schools; but they not infrequently get them educated up to that stage in privately managed schools which are not subject to the vernacular system of education. It is hoped that the revision of the courses which is now to be taken in hand will result in modifying this anomalous state of affairs.

The teaching of English in the lower classes of High schools.

82. There is another reason for the preference for the teaching as given in privately managed schools. This is because in such schools more importance is attached to the teaching of English in the lower classes. It is true that in a Government or aided High school English is taught as a language in four classes below the fourth class, in which teaching through the medium of English begins. The transition from the fifth to the fourth class is however too abrupt, and it is long before the student begins to have any idea of what is being taught him through the medium of a foreign tongue. In fact, I am afraid that the teaching through the medium of English in this class is often a mere sham. As indicated in the next chapter, a revision of the courses of studies in the classes below the high school stage is under consideration, and this question will then be carefully considered. Possibly some system of oral instruction in English in the lower classes will be suggested, which will not at the same time cause undue interference with the main course of instruction, which is rightly given through the medium of the vernacular.

The teaching of English in the four top classes of High schools.

83. I comment in the chapter on Training Colleges and Schools on the urgent need for the training of teachers for High and other secondary schools, and allude to the steps that are being taken for the opening of training colleges for such teachers. The wonder seems to me to be not that so few students pass the Entrance examination as in the present year, but that so many are usually able to do so. I have in the last paragraph observed that it takes a boy a long time after entry into class IV of a High school to understand at all the instruction given through the medium of English. I fear that in a similar way boys who have passed the Entrance examination often have so little real knowledge of English as to make it impossible for them to understand their college lecturers when they first join a college. This is a complaint which I have frequently heard made. If, however, as may be hoped, the proposed Training Colleges are a success, there should before long be a great improvement in this respect.

Special instruction at selected Government High schools.

Industrial classes in High schools.

84. Under a scheme sanctioned by the Government of Bengal in the year 1900, boys who wish to enter an industrial career may, at certain selected High schools, instead of following the ordinary literary course up to the end of their school life, specialise during their last two years at school. Such

students take up as their subjects (1) Modern English, (2) Mathematics, (3) Drawing and practical geometry, mensuration, elementary engineering and surveying, and (4) Manual training. Those who are successful pass on to either a technical school affiliated to the Sibpur Engineering College or to the Apprentice Department of that college. Seven out of the ten High schools in which this system prevails are now in the Province of Eastern Bengal and Assam; but the Principal of the Sibpur Engineering College, in accordance with the wishes of the Lieutenant-Governor of that Province, still supervises the working of these classes. On the whole the classes have not been a success, especially in the schools which now remain in Bengal. These classes require very careful fostering, and in present circumstances they do not receive the attention which they require. If however a special officer is appointed, as suggested in the chapter on Professional and Technical Education, to supervise technical and industrial schools, these classes will come under more effective control and there should be a decided improvement.

Commercial classes in High schools.

85. In accordance with the scheme referred to in the last paragraph, boys who wish to enter a commercial career may, at certain selected High schools, instead of continuing the ordinary literary course up to the end of their school life, specialise during their last two years at school. The course has recently been revised, and comprises at present the following subjects:—

(1) Mathematics,
(2) Modern English,
(3) History and geography,
(4) Drawing and practical geometry, and
(5) A vernacular.

These classes have hitherto not proved successful. I have lately placed them under the general supervision of the Professor in charge of the Presidency College classes, and it is hoped that this measure may tend to increase their efficiency. As explained however in the chapter on Professional and Technical Education, the classes at the Presidency College, up to which they lead, are themselves in the experimental stage.

Agricultural classes in High schools.

86. At certain selected High schools provision has similarly been made for specialisation as regards agriculture during the last two years of the school course; practical training being given at the neighbouring experimental farms which are under the control of the Director of Agriculture. These classes have hitherto not been under expert supervision, and it is impossible therefore to say what success has attended them. The Director of Agriculture has kindly consented to supervise them in future, and the question of the instruction to be imparted at them is under his present consideration.

Examinations.

The Entrance examination and the Middle School (now called the Primary) examination.

87. I have in the last chapter commented on the results of the Entrance examination. The percentage of success for the year under review was 26·4 only. At the Middle School examination, out of 10,248 candidates, 7,761, or 75·7 *per cent.*, passed. The popularity of this examination has been enhanced by the decision to grant leaving certificates as a result of success at it. As indicated in the next chapter, no public examinations are held at the upper and lower primary stages, and the figures given in General Table VI against these examinations represent merely the results of class examinations.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Scope of the Chapter.

Primary schools and primary departments of Secondary schools.

88. As stated in the Fourth Quinquennial Review, primary education may be regarded in either of two aspects, in the first place as the education given in primary schools, and in the second place as the primary stage of instruction, in whatever grade of institution that instruction may be received. This chapter is generally concerned with primary schools only; but, when the

courses of instruction in primary schools are discussed, the remarks made apply generally in regard to the lower classes of secondary schools in which primary instruction is imparted.

Primary schools for boys and girls.

89. There were 33,665 primary schools for boys and 2,843 primary schools for girls in the year under review. Over 24·7 *per cent.* of the male, and nearly 2·7 *per cent.* of the female, population of a school-going age are in the primary stage of education. Following the procedure adopted in the Fourth Quinquennial Review, I have relegated the subject of the primary education of girls to the chapter on Female Education, on the ground that it would mislead and confuse to amalgamate statistics for boys and girls. Owing however to the system of co-education which prevails in this Province, the figures for the pupils in boys' schools include a certain percentage of girls studying in such schools. The total number of such girls in the year under review was 43,086. This number is comparatively small and is included in statements which purport to deal with the number of *pupils* in boys' schools.

Primary Schools.

General statistics.

90. The number of public primary schools for boys rose from 33,298 to 33,665 and the pupils attending them from 909,971 to 929,163, or by 1·1 *per cent.* and 2·1 *per cent.*, respectively. In the Government Resolution on last year's annual report, it was remarked, in connection with the decrease that had occurred in that year in the number of primary schools and pupils attending them, that the policy, introduced within the last few years, of insisting on a certain degree of efficiency before putting a school on the aided or stipendiary list, had no doubt resulted in a considerable decrease in the number of schools and of boys attending them. Later on in this chapter I discuss at some length removeable causes which, I think, are operating to retard the progress of primary education both in primary schools and in the primary departments of secondary schools. I think it is a sign of the vitality of these schools that, notwithstanding our insistence on a higher standard of efficiency and the existence of the drawbacks to which I allude, their number and the number of pupils attending them now show a tendency to rise. The increase in schools and pupils is generally shared by all Divisions, except the Burdwan and Chota Nagpur Divisions. In the former the loss of schools amounted to 2·6 *per cent.* and that of pupils to 1·1 *per cent.* In the latter the number of schools decreased by 1·7 *per cent.*, while that of pupils attending them increased by ·2 *per cent.*

Upper and lower primary schools.

91. The bulk of pupils do not study beyond the primary stage and are taught in primary schools. Of the 33,665 primary schools of this Province, 2,867 are upper primary, and 30,798 lower primary, schools. Both classes of schools have increased, and with the increase in the number of schools, there has been a corresponding increase in the number of pupils attending them. Thus, upper primary schools have increased from 2,747 to 2,867 and the number of pupils attending them from 122,624 to 133,639; while lower primary schools have increased from 30,551 to 30,798 and the number of pupils attending them from 787,347 to 795,524.

Schools according to management.

92. Of the 33,665 primary schools which existed in the year under review, 204, or ·6 *per cent.*, were under public management. Of the 33,461 privately managed schools, 26,760 were aided by Government and 6,701 were unaided.

Statistics of pupils in the primary stage of instruction, whether in Primary or Secondary Schools.

General statistics.

93. As explained above the statistics of pupils may be regarded in either of two ways; firstly, with respect to pupils in primary schools and, secondly, with reference to pupils in the primary stage of instruction whether in primary or secondary schools. The number of pupils in the primary stage in primary and secondary schools in the year under review was 1,011,290, as against 1,001,324 in the previous year. This figure gives the most correct view of the general condition of public primary instruction. If the number of girls studying in boys' schools is excluded, 1 in every 4 boys of a school-going age is in the primary stage of instruction.

94. In the year under review 246 boys per thousand of a school-going age were in the primary stage of instruction in public schools. The figures for male literacy, estimated according to the present population, works out however to 107 per thousand only. As explained in the Fourth Quinquennial Review, the rudimentary character of the instruction given in many of the Bengal village schools may have some bearing on this circumstance. Proportion of boys under instruction and male literacy.

Finance.

95. The total expenditure on boys' primary schools shews but a slight increase, the figures being Rs. 23,63,767 for 1904-1905 and Rs. 24,09,456 for 1905-1906. The last-named sum does not however take into consideration the expenditure incurred on the construction of buildings for primary schools referred to in the next paragraph. General statistics.

96. A large grant for primary education was made in the year under review by the Government of India. Out of this grant Rs. 5,03,598 were assigned towards the construction of suitable buildings for primary schools. Further sums, amounting in all to Rs 75,381, were expended on various improvements connected with primary education, the chief of which was the development of indigenous Muhammadan schools (*maktabs*). A balance of Rs. 88,021 was not utilised during the year; but this sum will be available for expenditure in future years. The grant of Rs. 6,67,000 for primary education.

97. Of the total expenditure of Rs. 24,09,456 on primary schools for boys, Rs. 8,45,663 were derived from public, and Rs. 15,63,793 from private, sources. Of the expenditure from public funds, Rs. 1,54,257 were derived from Provincial Revenues, Rs. 6,34,414 from District Funds, and Rs. 56,992 from Municipal Funds. The bulk of the money allotted to aided primary schools is given by District Boards. Thus, of Rs. 7,98,048 distributed by way of grants-in-aid to these schools, Rs. 1,33,976 were contributed by Provincial Revenues, Rs. 6,08,413 by District Funds, and Rs. 55,659 by Municipal Funds. Expenditure from public and private sources. Distribution of grants by Government and by District Boards and Municipalities.

98. A rule still exists that District Boards are required to spend not less than 10 *per cent.* of their ordinary income on primary education. Inasmuch however as the amounts which District Boards must spend on education have recently been fixed by orders of Government, the question whether this rule should be retained or be replaced by some other rule is now under consideration. Municipal Committees are required to spend 3·2 *per cent.* of their income on primary education, and, until this condition is fulfilled, they may not devote their funds to the aid of secondary schools. Rules regarding District Board and Municipal expenditure.

99. Reporting officers are unanimous that the present system of payment of teachers of primary schools, partly by a subsistence allowance and partly by subsequent annual lump payments, is working as well as it can be expected to do in present circumstances. The system will however work much more effectively when the inspecting staff is strengthened. Grant-in-aid rules.

100. The average cost of educating a pupil in a boys' primary school amounted, as in the previous year, to Rs. 2-9 a year. Cost of educating a pupil in a boys' primary school.

101. The extraordinary cheapness of Indian primary schools has often been made the subject of remark. The average cost of a primary school in this Province for the year 1905-1906 was Rs. 6 a month, while the average cost of an unaided primary school was Rs. 3 a month. It is essential to bear the cheapness of these schools in mind when treating of problems concerning them and the teachers employed in them. Cost of a school.

Primary Education in the Darjeeling Hills.

102. At an important conference of officials and representatives of the planting community held in Darjeeling after the close of the year, the question of extending elementary education among the hill population was discussed, and it was decided that steps should be taken in that direction; the understanding being that Government should give liberal grants-in-aid, and that tea garden managers on the other hand should provide the sites and the school buildings and keep the latter in repair. The matter has since been discussed by the Darjeeling Planters' Association, and the conclusions arrived at by the conference have been endorsed. Steps are therefore being taken to provide Conference at Darjeeling.

for the training of teachers for the proposed new schools, and it is hoped that the current year will see a commencement of a forward movement.

Night and Continuation schools.

Night schools.

103. As will appear from the Fourth Quinquennial Review the night school system has never had much success in this country, and the number of schools and pupils in the three Presidencies (Madras, Bombay and Bengal) in which the system referred to has been tried, has gradually been declining. The decline still continues in Bengal, the number of schools and pupils having fallen from 784 and 16,081 to 773 and 15,873, respectively. Circumstances are altogether against the system in India. Owing to climatic conditions the very people who would derive benefit from these schools, if they were able to attend them, are fatigued at the end of a day's work, and have no inclination to study at night. Then there is the difficulty about lighting. The ordinary Indian country lamp gives a very bad light, and it is doubtful whether it is wise to encourage schools of this kind, except in big towns, where proper lighting arrangements can be made.

Continuation schools.

104. A real attempt is, however, being made in the Presidency Division, in which the town population is large, to develop continuation schools with classes held either by day or night, the subjects to be taught being chiefly book-keeping, correspondence, mathematics and science. The number of such schools increased during the year under review from 19 to 31, and I have recently sanctioned the opening of 24 more schools of this type. I have at the same time circulated copies of the correspondence on this subject to the Commissioner of the Presidency Division and the District Officers of the Division soliciting their co-operation in working out this important experiment.

School Buildings.

105. Bengal has hitherto had the unenviable reputation of being the most backward of all the Provinces in the matter of school buildings. Substantial progress was however made in the year under review, the Local Government assigning a sum of Rs. 5,03,598 towards the construction of suitable buildings on condition that a reasonable proportion should be contributed from local sources. During the current year and in future years very little expenditure in this direction will, I anticipate, be possible owing to the urgent calls for money in numerous other directions; nor am I personally of opinion that further money should be expended in this way. Government has set an example in the matter, and I consider that the most advantageous procedure to follow in future will be to promise specially favourable grants-in-aid where the residents of any locality are prepared to supply the funds necessary for building a school-house and to undertake to keep it in repair. I propose to work out a scheme on these lines as soon as practicable and to submit it for the consideration of Government.

Subjects and the methods of teaching.

General scope of the changes proposed.

106. As stated in the chapter on "Educational Conferences," much progress has been made with the revision of the vernacular scheme of education, as sanctioned by Government in the year 1901, in so far as it concerns lower primary schools. The system, as hitherto in force, is one of the causes to which I have alluded above as operating to retard the progress of primary education both in primary schools and in the primary departments of secondary schools. The effect of the system has been particularly noticeable in high schools. The four highest classes of these schools, in which instruction is imparted through the medium of English, are generally crowded; whereas the attendance in the lower classes, in which the vernacular system of education is in force, is generally scanty. What happens not infrequently is this. Boys study in their early years in private schools, in which the vernacular system of education is not in force, and then join the higher classes of a high school. This is one of the commonest ways in which the scheme is evaded.

107. The first measure to be taken is to produce proper text-books. Loud complaints have been made that the present text-books are not written in simple language, commonly used by the people, but in an unfamiliar literary style. The subject-matter of these books also is not free from criticism. Steps are accordingly being taken to bring out, at the expense of Government, text-books in which, it is hoped, these defects will not be found. This does not of course mean that Government intends to monopolise the production of text-books. It will merely give the lead by showing the kind of books which are required; and if private enterprise can produce equally good or better books these will be accepted. The next point is that the existing courses, as far as lower primary schools in rural areas are concerned, are too long, too advanced and too diversified, and that for all classes of lower primary schools the present syllabus presents too many and too difficult subjects. As regards lower primary schools in rural areas, the compulsory course according to the revised syllabus will extend to three hours daily only; but instruction will be given in certain supplementary subjects, of which those who wish to do so may avail themselves. In lower primary schools in other than purely rural areas, the combined compulsory and optional subjects will constitute the prescribed course. Simplification of the text-books and courses of study.

108. At present there are three Infant classes in a lower primary school, in addition to the two classes which read the courses of study prescribed for standards I and II. It is considered that two Infant classes will be quite sufficient. Instead therefore of three Infant classes, as heretofore, for the ages of 5-6, 6-7, and 7-8, there will be two classes, the first for infants aged from 5-7 years and the second for those aged 6—8. The remaining two classes will, as heretofore, be termed standards I and II and be for children aged about 8 and 9, respectively. This reduction of the number of classes is not a matter of small importance in view of the fact that in the vast majority of these schools there is only one teacher. Even thus, each teacher will have to look after four classes; and it will more than tax his strength to do this even moderately well. Reduction in the number of classes.

A brief account of the revised Syllabus.

109. In the preparation of the revised syllabus the instructions, as laid down by the Government of India in paragraphs 20, 21, and 25 of their Resolution, entitled "Indian Education Policy" of the 11th March 1904, have been carefully borne in mind. Full advantage has also been taken of that excellent publication entitled "Suggestions for the consideration of teachers and others concerned in the work of public elementary schools" which was issued by the Board of Education, London, in the year 1905. The syllabus opens with an Introduction on the function of education as regards the formation of character. Two typical paragraphs of this introduction are quoted in the chapter on Physical and Moral Training. Introductory remarks.

110. Much attention is paid to observation and expression lessons. The former will take the place of the subjects which are set down in the present syllabus under the names of Botany, Natural History, Agriculture, Physics and Chemistry. The existing science primer, which condenses these subjects into a few pages, will be abolished; for it is believed that the result of this system has been rote teaching and mechanical learning, that is to say, teaching from treatises about objects and not from objects. Children of this age are incapable of learning science, for generalising from facts belongs to a later stage of mental discipline, and instruction with this aim can only be given if the power of intelligent and accurate observation has been first developed. The cultivation of this power, which is the chief aim of the revised syllabus, is impossible, unless children are taught to observe, compare and contrast the objects which are around them.. This they can never do so long as they merely read about objects. The existence of the Science Primer and the use to which it has been put has defeated the whole object with which the vernacular scheme of education was introduced. The object was to discourage rote teaching and to develop faculties, other than those which are exercised by reading and learning by heart; but the faculty of observation is not developed by reading unintelligently and committing to memory for the sake of examinations pseudo-scientific treatises. The books have been bad and the result of teaching from them so disastrous that numerous schools have declined to teach the Observation and expression lessons.

syllabus and have thus cut themselves off from the Government system; while many others, though nominally following the syllabus, have really ignored that part of it which was concerned with the so-called teaching of Science. In connection with the study of plant life, which will be one of the main features of the Nature observation work, especially in rural schools, an extract is given in the syllabus from Mr. Sly's valuable "Note on school gardens." In that note it is stated that the "real object of a school garden should be to supply materials for object lessons in which pupils can study the growth of plants," and that "the garden should be one, where 'Nature is studied in its relations to the child, from the child's standpoint by the teacher with the children.'" It is true that the new system will make great demands upon the teachers. Lack of knowledge on the part of teachers, however, cannot be made good by putting into their hands a book dealing in a condensed manner with scientific subjects. To do this is to abandon the object which we have now set before us. Want of knowledge on the part of teachers can only be made good by careful and systematic training, and, as indicated in the chapter on Training Colleges and Schools, steps are being taken so that gradually all the teachers will come under such training. Meantime, although we must not expect too much from the teachers, we shall, however, have the satisfaction of knowing that the revised syllabus indicates to them the right lines on which to make a beginning.

Other subjects.

111. I have mentioned the observation and expression lessons first, because they predominate in the infant stages. In standard I reading, writing and arithmetic, with oral composition, drawing, modelling, simple hygiene and elementary drill are added, while in standard II geography is first introduced.

Reading.

112. To illustrate the character of the syllabus under the head of reading, I cannot do better than quote the instructions on the subject for standard I, which runs as follows:—

"The main purpose of teaching to read is to enable the pupils to master printed or written matter for their own information. Silent reading should, therefore, be practised from the first, and the teacher will soon get the children into the way of this, if, to begin with, he gives them short pieces to read and after a little time goes round to the children individually and asks for an account in their own words of what has been read. Such pieces should be full of incident and interest. As regards reading aloud clearness of utterance and fluency should always be kept in view, but it is also essential that children should be taught to read intelligently. The teacher should make the gist of the piece clear before it is read, so that the general meaning may be mastered before it is read out in the class. Without this the reading must be mechanical, because it is unintelligent. It is advisable that the teacher should occasionally read out a passage to the class by way of illustration; but in this case also the class should go through the piece beforehand. The reading material put into the hands of children is of the greatest importance. The Primer should contain nothing which is not written in good language, and in words which will be easily intelligible to all. The arrangement of each piece must be logical, and the language must be good in so far as each sentence must express clearly and straightforwardly the meaning which it is intended to convey. The Primer should contain stories which fall within the range of the children's comprehension and interest; descriptions of the various scenes and episodes of rural life should also be included. Provision should also be made in the Primer for acquainting the children with some of the more impressive stories of English and Indian history. The whole should be written in an easy narrative style. A passage having been prepared beforehand and the difficulties elucidated, the actual reading lesson should be as little as possible interrupted by the teacher, and all long disquisitions on points suggested by the subject-matter should be avoided. At the end of every reading lesson the children should be questioned on the subject-matter individually, and should be trained to give individually in their own words an account of what has been read."

Writing, arithmetic, geography, etc.

113. It is unnecessary to say much on the other subjects of the curriculum; but it may be mentioned that in standard II, that is to say, the standard at which the mass of pupils leave school, the object aimed at is to send away the pupils with their intelligence awakened, with a fair knowledge of the three "R's," and with some acquaintance with weights and measures, land measurements, the village accounts and the ordinary land-record documents with which they will be confronted in after-life.

Urban and rural schools.

114. After protracted discussion it has been decided that it is both impracticable and unnecessary to frame separate curricula for urban and rural schools. In rural areas only a short course of studies will be made compulsory, with optional supplementary courses for those who wish to take them; whereas in urban areas all the subjects will be compulsory. Generally speaking,

it is not in respect of the subjects taught, but of the method of teaching these subjects that any distinction is possible in urban and rural areas. The teaching, in order to be effective, must have reference to the environment of the schools and the scholars. The syllabus makes due provision for this, and so will the text-books which are to be written in accordance with it. One of the great advantages to be gained by this decision will be that the duplication of text-books will be obviated. The enormous difficulty of securing suitable text-books is so well known that it is needless to dwell on the advantages of avoiding unnecessary duplication.

115. As soon as the revision of the vernacular scheme of education, as sanctioned by Government in the year 1901, has been carried into effect as far as the lower primary school courses are concerned, that is to say, up to standard II, similar steps will be taken as regards the courses in the higher standards (III to VI). A committee has already been appointed by Government to deal with this subject and to submit proposals. When the committee has submitted its report, the public will no doubt be consulted in regard to the proposals made, in the same manner as it was consulted concerning the courses of study for lower primary schools. Proposals for the future.

Upper and Lower Primary Examinations.

116. Another cause which has undoubtedly had a depressing effect on primary education has been the abolition of the public examinations held at the end of the lower primary and upper primary courses. I have no wish to suggest a revival of the examinations as previously held with all their attendant evils. I recognise however that the abolition has had at any rate temporarily a very discouraging effect on primary education. The orders of the Government of India, as contained in paragraph 12 of their Resolution, entitled "Indian Educational Policy," of the 11th March 1904, are that there are to be only two examinations preceding the University courses. The first of these, the primary examination, will mark the completion of the lowest stage of instruction, and will test the degree of proficiency attained in the highest classes of primary schools. But it will no longer be a public examination held at centres to which a number of schools are summoned. It will be conducted by the inspecting officer in the school itself. Now, in this Province the first examination is held, under orders passed by this Government in the year 1902, at the end of the middle course, which comprises two classes above the Upper Primary stage. Hence there is no examination of any kind, except the ordinary class examinations, for the mass of boys who do not go beyond the Lower Primary standard, nor even for those who proceed as far as the Upper Primary standard. I am looking into this question and propose to submit a report on the subject to Government. Whatever may be decided in this respect, I am satisfied from enquiries made that the abolition of the examinations for the Lower and Upper Primary standards has withdrawn a distinct stimulus which once existed. As stated above, I have no wish to suggest a revival of the examinations as previously held; but, as at present advised, I do think that it would be desirable to organise a system of leaving certificates for the lower and upper primary standards based on the reports of the school authorities and a private examination conducted in the school itself by the inspecting officer. Such a system could very well be arranged as soon as the inspecting staff is strengthened. Leaving certificates are at present only given at the end of the middle course as a result of the examination which is held at the end of that stage.

The Teaching of English.

117. Instruction through the medium of English and the teaching of English as a language are prohibited in all primary schools; but the teaching of English as a second language is allowed in middle schools in the classes corresponding to the two top classes of an upper primary school. I have discussed certain important questions connected with the teaching of this language in the chapter on secondary education.

CHAPTER VI.

TRAINING COLLEGES AND SCHOOLS FOR INDIAN TEACHERS.

Training Colleges for Teachers in High and other Secondary Schools.

118. The prime need of the Province under this head is the establishment of training colleges for teachers who impart instruction through the medium of English. The deplorable results of the last Entrance examination have very naturally led to discussion, and a cry has been raised that innocents have been massacred. At the instance of the Principal of one of the colleges of Calcutta, the Senate of the Calcutta University has appointed a committee to examine this question. I cannot say that I anticipate that this enquiry will prove fruitful. The results of the Entrance examination must, for obvious reasons, vary considerably from year to year, and no one has thought it necessary to call in question the work of the examiners in years in which the results have been abnormally good. I do however anticipate good results when the University begin to overhaul High schools under the new regulations, because the investigation thus made must bring forcibly to notice the necessity of securing better teachers in these schools. It is not difficult for those who have personal knowledge of the working of such schools to understand why there are many failures at the Entrance examination. I lately visited an important High school, and found that the Head Master could with difficulty understand English when addressed in that language. This man had to teach the students through the medium of English. Comment is superfluous. If they do these things in a green tree what shall be done in the dry? In making the above remarks I do not wish it to be understood that I am decrying the masters in High and other secondary schools as a body of workers. Many—I might say a large majority—are well educated men interested in their work, while many are devoted labourers. What is wanted however is that teachers should not only be well educated but also be properly trained before they are allowed to take up the important work of secondary education. To this end the Secretary of State has already approved the establishment of a training college for graduates and a normal college for under-graduates for this Province, and it is hoped that this most important project will shortly be inaugurated.

Training Schools for Teachers in the higher classes of Vernacular Schools and the Vernacular classes of High Schools.

119. As regards the training of teachers for the higher classes of vernacular schools and the vernacular classes of High schools, we are in a far better position. We already have six excellent training schools for the purpose, and we are now establishing a model school of the same kind with provision for a Principal and a Master of Method, both of whom will be Europeans trained in the latest methods of teaching. In addition to his work at the school this officer will supervise the working of the six existing schools above referred to.

Training Schools for Teachers in Primary Schools.

120. Most interesting is the experiment now being made as regards the training of the lowest grades of teachers of the country, that is to say, the teachers of the ordinary village schools. The task is a gigantic one, not only on account of the large number of teachers who require training—some thirty to forty thousand—but also on account of the very poor attainments of the men to be trained. The subject has engaged a great deal of my attention, and I have the satisfaction of being able to say that Government has recently approved several important proposals for improving the training schools for these teachers. The fundamental idea underlying the system hitherto in vogue has been that the teachers of primary schools will not give up their school work during the period of their training and devote themselves exclusively to their training. Hence a system was elaborated according to which training schools were established in the neighbourhood of the teachers

to be trained, the object in view being to attract teachers to the schools during the few spare hours when they were not engaged in their schools. The intention was that after the teachers of a given neighbourhood had been trained, the training school should be moved on to another area, and that the building thus vacated should then be utilised for the purpose of a primary school. The defects of such a scheme are apparent. The teacher, poorly endowed by nature and with the slenderest educational equipment, was expected not only to keep his school going during the period of his training, but also during his spare hours to improve his own general education and learn the art of teaching.

121. The next point in respect of which the scheme was open to criticism was that as long as these training schools were considered to be of a temporary character, it was impossible to spend money on building hostels for the students and quarters for the teachers or to organise any system of nature study in combination with school gardening. These defects will now be rectified. At the same time, in order to compensate teachers for the loss sustained by them in having to give up their school while under training, the amount of the stipend to be held by them during that period will be increased so as to give them a bare means of subsistence. There is ample evidence that the new scheme will be appreciated, and I regard it as one of the most hopeful and useful of the educational projects now in process of development. It is only necessary to add that these training schools will receive for instruction men who wish to become teachers of primary schools, as well as those who have already taken up the profession of teaching.

Statistics in respect of training schools for male teachers.

122. All classes of training institutions for male teachers being considered together, the total expenditure during the year under review amounted to Rs. 1,34,180, of which Rs. 1,19,229 were provided from Provincial Revenues, Rs. 949 from District Funds, Rs. 4,403 from fees and fines, and Rs. 9,599 from other sources. Eight new schools for the training of teachers for primary schools were opened during the year.

Proposed Training Colleges for Female Teachers.

The great need for trained teachers.

123. I now come to the momentous subject of the training of female teachers—a subject which has been engaging my assiduous attention since I joined the office of the Director of Public Instruction early in the year. There are at the present time in Bengal, as now constituted, more than four million girls of a school-going age. What are we doing to provide teachers for this vast number? Hitherto our work has practically been confined to aiding a few training classes, the best of which are concerned with the training of Christian girls. Now, good though the work done by the Christian Mission Training Schools is, these classes may practically be left out of account, because they provide teachers almost entirely for Christian girls' schools. Moreover, strenuous objection is raised nearly everywhere to Christian women teachers, while even Brahmo women teachers are not by any means universally welcome. The crying want is therefore for good Hindu and Muhammadan female teachers. Speaking of the training that is at present given in the aided training schools, Miss Brock, the Inspectress of Schools, has observed that the opening of proper training colleges in Bengal is, in her opinion, one of the most pressing educational needs of the Province. So strongly does she feel the necessity of such institutions that she does not believe that any material progress can be made until steps are taken in that direction. She adds that the training that is at present being given in the case of Hindu, Muhammadan and Brahmo female teachers is of the poorest description, and that there is extraordinary waste of time, teaching power and money in the process. She observes that Hindus are constantly imploring her to find well-trained teachers, and that the two branches of the Brahmo Somaj are constantly addressing her on the subject of efficient instruction for their women teachers.

124. It is not too much to say that the need for properly trained women teachers has now become exceedingly acute. Government has sanctioned schemes for peripatetic teaching by lady teachers. It has also sanctioned a scheme by which girls in villages and towns can be instructed at central gatherings by

lady teachers. The success, however, of these schemes and of numerous others, such as utilising the services of Muhammadan *a'tus* (lady teachers), training the wives of school-masters as teachers, etc., depends upon the question whether the people who are training others to teach are themselves properly taught. At the present time not only are properly qualified teachers not available, but it is impossible to obtain the services of ladies even with the kind of qualifications which we are at present obliged to consider as passable. To cite an illustration of the seriousness of the situation, I may observe that Government lately sanctioned the opening of a Middle English School for girls at Bankipore in order to meet the urgent need felt by the Hindus of that place for the education of their female children. The whole scheme, however, is blocked, owing to the fact that suitable teachers cannot be procured either in Bengal or elsewhere. Again, the Board of Revenue have sanctioned the employment of governesses in Wards' Estates for *parda-nashin* ladies and children; but they are finding the greatest difficulty in supplying the need. In fact we have begun at the wrong end. We have started schemes for teaching without providing for qualified teachers, and we are wasting money and doing much harm to the cause of education by employing unqualified teachers. It is still, however, not too late to make amends for past neglect.

The kind of teachers required.

125. I will now endeavour to make clear what kind of training we wish to impart. The existing aided training classes for Hindu, Muhammadan and Brahmo girls are not even capable, under present conditions, of turning out teachers qualified to impart a good primary education to girls, while no attempt is being made to train teachers qualified to teach in secondary schools. We may leave alone for the present any attempt to train female teachers who will be able to teach English in high schools for girls. The number of such schools is at present very limited, and the English classes in them are at present mostly staffed by English women. In course of time we shall, no doubt, have to train Indian ladies to teach English; but, for the present, no attempt need be made in that direction. We shall have plenty to do for some time to come if we are to succeed in turning out properly qualified vernacular teachers.

Proposed training colleges.

126. Deeply impressed therefore with the urgent necessity of establishing thoroughly efficient Government training colleges for women teachers, I have endeavoured to develop, with the aid of influential Indian gentlemen and Government officials, a movement for the establishment of two training colleges, one in Calcutta and the other at Bankipore. The scheme has been provisionally approved by the Government of Bengal, but, owing to financial difficulties, has not yet been submitted by that Government for the approval of the Government of India. Convinced as I am that the future of female education in Bengal very largely depends on the success of this project, and knowing, as I do, that this belief is shared by many who have the cause of female education at heart, I am confident that the time is not far distant when these colleges will be opened. The first step in advance has already been taken, with the approval of the Government of India, in the sending to England of two Indian lady scholars to be trained for two years at an English training college. These ladies, it may be added, have been accompanied by a third Indian lady who intends to undergo a similar course of training at her own expense, so that, on her return to India, she may be able to undertake the training of women teachers for primary schools in Orissa.

Statistics in respect of Existing Training Classes for Female Teachers.

127. During the year under report there were 17 aided training schools with 806 pupils, and 1 unaided training school with 32 pupils; the total expenditure on all the schools being Rs. 68,972, of which Rs. 26,879 were contributed from Provincial Revenues, Rs. 56 from District Funds, Rs. 143 from Municipal Funds, Rs. 2,723 from fees and fines, and Rs. 39,171 from other sources. The comparatively large contribution from "other sources" is chiefly expenditure incurred by the Christian Missions, the good work of which has been mentioned above.

Statistics in respect of Training Schools for Teachers, Male and Female, taken together.

128. Training schools of all classes for teachers, both male and female, being taken together, the total expenditure has increased in the year under report by Rs. 31,903. Schools for males, and male pupils, have increased by 8 and 206 respectively; while, though schools for females have declined by 1, the number of female pupils has increased by 74. The year has been one of progress, but the progress can only be considered as a mere instalment towards what is to come.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

Law.

129. There is not much of interest to be said under this head. There is no central law college in this Province, but classes for the purpose of imparting legal instruction are attached to Arts colleges. The chief work in connection with legal instruction is done at the Ripon College, Metropolitan Institution, City College and the Bangabasi College, all of these institutions being in Calcutta. The official verdict hitherto has been that there is very little real teaching in these classes and that "the students rely solely on their own unaided efforts to pass the University examinations, and attend lectures merely for the purpose of obtaining the certificate of attendance which is required by the University." It may also be mentioned that hitherto the students have not usually had access to any law library. The new University regulations, in addition to raising the standard of the Bachelor of Law Degree, make provision for a Degree of Master of Law. They also make it incumbent on every college affiliated in Law to make suitable provision for a law library, so as to enable its students to have access to the reports or other books in which leading cases are to be found. The Law classes have hitherto usually been entirely self-supporting, and in many cases have been regarded as valuable adjuncts to Arts Colleges, because the receipts from them have exceeded the expenditure incurred on them. It remains to be seen how the position will be affected under the new conditions imposed by the regulations. The results of the B. L. examination during the year under review were very poor, only 86 out of 512 candidates, or 16·7 *per cent.*, being successful.

Medicine.

130. It is not clear why the Director of Public Instruction has hitherto included statistics in regard to the Medical College, Calcutta, and the Medical Schools in his reports and commented on the working of these institutions. He has no personal knowledge of the working of these institutions, and any remarks which he makes in regard to them can only be the result of secondhand information. Moreover, this very information, which consists of copies of the reports of the Inspector-General of Civil Hospitals and the accompanying statistics, is, at the time when the Director writes his report, under the consideration of Government. Possibly the retention of these statistics in the Director's report is a survival of the time when he had control of the Medical College and Medical Schools; and in this connection it is interesting to note that lately when examining the old history of the Sanskrit College I found that the first medical teaching given in Bengal was given at that college. On the other hand, if it is considered desirable that the Director should include the statistics referred to in his report, it is not clear why he is not required to include the statistics relating to Veterinary Science, which is included under the head of Professional and Technical Education in the Fourth Quinquennial Review. A similar question will soon have to be considered in regard to Agriculture. At present an Agricultural Department is attached to the Sibpur Engineering College; but, as soon as the Bengal Provincial Agricultural College is opened, the Director of Public Instruction will no longer have any

control over Agricultural education. These questions will be made the subject of a reference to Government, and are only noticed on the present occasion, because I do not understand how I can with any advantage follow the practice hitherto followed in the Annual Report in respect of the Medical College and Schools.

The Sibpur Civil Engineering College.

University regulations as they affect engineering.

131. The recently published regulations of the Calcutta University have in view the following objects as regards Engineering:—

(1) modernising the Engineering Course,
(2) affording specialised instruction in
  (*a*) Civil Engineering,
  (*b*) Mechanical and Electrical Engineering, and
  (*c*) Mining Engineering,
(3) facilitating the affiliation of schools of Engineering up to the First (or Intermediate) Engineering Examination.

The Principal of the Sibpur College anticipates good results from these changes.

Mining instruction.

132. The most important development made at the College during the year under review was the inauguration of classes for students who intend to take up mining as a profession. These classes have already been opened under a Professor of Mining recruited from the University of Birmingham, which is considered to be one of the best, if not the best, centre of mining instruction in England. Further, another Professor has been appointed to instruct persons actually engaged in the mining industry; and four centres of instruction have been selected—two in the Raniganj, and two in the Jheria, coalfield. It may also be mentioned that in addition to the schemes referred to above, a certain number of students from Bengal are each year being sent by the Government of India to go through a course of mining instruction at the Birmingham University. Four such students were sent home in the year 1904 and two in the year 1905.

Mechanical testing.

133. A question of considerable importance was under discussion during the year under review in connection with the establishment at the College of a laboratory for mechanical testing. Work of this nature has been carried on at the College on a small scale for some time past; but the amount of work to be disposed of has increased so largely that a proposal to appoint a whole-time officer to deal with it is now under consideration. It is expected that the chief volume of work will come from Departments of Government; but it is proposed to make the laboratory available to the public, subject to the payment of fees according to a scale to be approved by Government.

Board of Examiners for the College and its affiliated schools.

134. Another important question, which has been under discussion during the year, is a proposal to establish a Board of Examiners for the College and its affiliated schools. Hitherto this work has been done by the Principal of the College and his staff. It is felt that, now that the affiliated schools have increased both in number and importance, it is desirable that the control of the examinations should rest with an independent body of examiners specially selected for their interest in, and knowledge of, the problems with which these institutions have to deal.

Delays in the receipt of apparatus.

135. The Principal (Mr. Heaton) deplores the delays which occur owing to the system in force as regards sending indents for apparatus to England. He observes that such delays hinder research work and often make it impossible; for, having conducted his research to a certain point, and finding a certain instrument indispensable, an officer not infrequently has to throw up his research, knowing that he is not likely to receive the instrument in time for it to be of any use. Similar complaints are also made by Dr. Bose, C. I. E., and Mr. Cunningham, Professors of the Presidency College, who carry on research work. I am decidedly of opinion that the rules are too stringent and that a relaxation is called for in favour of (*a*) officers engaged in research work and (*b*) selected officers in charge of important institutions, and I propose to make a reference to Government on the subject.

136. The results of the B. E. and F. E. examinations were satisfactory. In the former the percentage of success was 34·6, as compared with 25·9 and 46·1 in the two preceding years (1904-1905 and 1903-1904); while in the latter it was 53·3, as against 25 and 60·8 in the same years. The attendance at the College (82·2 *per cent.*) was not as good as in the previous year, when it was 92·5 *per cent.* This was owing to the fact that the year under review was a very unhealthy one at Sibpur; the daily average number of students under treatment, chiefly on account of malaria, being 22. The total expenditure of the College was Rs. 1,57,916, of which Rs. 1,29,249 were contributed from Provincial revenues, Rs. 22,405 from fees and Rs. 6,262 from other sources. Results of examinations, and expenditure.

The Bihar School of Engineering.

137. This is an extremely important school, which teaches up to the Overseer standard. It had 171 students on the rolls at the commencement of the session. The Head Master reports that all the students who have passed out of the school in recent years have, as far as is known, easily obtained employment. The great success of this institution renders it likely that, before many years are past, this school will be raised to the status of a College. It is very satisfactory to notice that the establishment of a boarding-house attached to the school has developed in a marked degree a corporate and social life among the students: in this respect the school is a model which many colleges in Bengal could follow with great advantage. The results of the Overseer and Sub-Overseer examinations were satisfactory, 10 out of 13 students sent up passing by the former, and 20 out of 32 students sent up passing by the latter, examination. Expenditure increased from Rs. 27,616 in the year 1904-1905 to Rs. 34,311 in the year under review. Of the last-named sum Rs. 29,222 were contributed from Provincial revenues and Rs. 5,089 from private sources.

The Cuttack Survey School.

138. This school at present turns out Surveyors and men of the Amin class. It is in contemplation however to raise its status to the Overseer standard at an early date, and for this purpose a considerable sum of money has been raised locally.

Preliminary technical education in schools.

139. In certain selected High Schools the course of studies in the two highest classes is arranged so as to lead naturally to the instruction provided in technical schools which prepare students up to the Sub-Overseer standard. The results hitherto attained have been very disappointing. These classes, as well as all aided technical and industrial schools, are under the inspection of the Principal of the Sibpur Engineering College. It is generally thought that the time has now come when a special officer should be appointed to inspect, foster and develop technical and industrial education throughout the Province; and proposals to this effect are under discussion.

Draftsman Classes.

140. A strong need having been felt for the establishment of classes for draftsmen, steps were taken during the year under review, with the help of representatives of leading Railway Companies and Engineering firms, to establish such a class; and it is hoped that the scheme will be brought into operation during the current year.

Motor Car Driver Class.

141. At the instance of the Automobile Association of Bengal a scheme is under the consideration of Government for the establishment of a class at the Sibpur Engineering College with the object of giving to men intending to become drivers of motor cars a mechanical training such as will enable them to execute all ordinary repairs.

Industrial Chemistry.

142. In order to meet the growing industrial needs of the Province a scheme is under consideration for the establishment of classes for imparting instruction in Industrial Chemistry at the Sibpur College. The details of the scheme have still to be worked out.

Agriculture.

143. A class for instruction in Agriculture is attached to the Civil Engineering College, Sibpur. The course extends over a period of two years. Out of 11 students who were presented for the diploma examination, 7 were successful; while all obtained immediate employment under Government. This class will be transferred to the Provincial Agricultural College as soon as that institution is established.

Commercial Classes.

The new scheme of commercial education.

144. A new scheme of Commercial Education, which was elaborated in consultation with the Bengal Chamber of Commerce and the Bengal National Chamber of Commerce was inaugurated at the Presidency College on the 1st July 1905. The scheme consists of two parts, the one comprising a day course, every part of which is obligatory, extending over a period of two years, and the other a series of evening lectures on certain subjects, any one or more of which may be selected at option. The following are the subjects prescribed for the day course :—

(*i*) English (modern), and especially English correspondence, including commercial correspondence, letter-drafting and *précis*-writing;
(*ii*) arithmetic, including commercial and mental arithmetic;
(*iii*) one of the following languages, namely, Bengali, Hindi, Urdu, Uriya, French, German or Latin;
(*iv*) one of the following subjects, namely, book-keeping, shorthand-writing or type-writing; and
(*v*) commercial history and geography.

The following are the subjects prescribed for the evening course :—

(*i*) outlines of political economy;
(*ii*) banking and currency;
(*iii*) commercial and industrial law;
(*iv*) annuities and insurance;
(*v*) book-keeping;
(*vi*) shorthand-writing;
(*vii*) type-writing; and
(*viii*) English (modern).

It is too early yet to judge how far this scheme will prove effective and adequate. The day course is the principal one; and, as stated above, it extends over two years. The first examination of students under the new scheme for the day course will therefore not take place till April 1907. The evening classes have hitherto not proved a success, and in fact it is doubtful whether in this climate such classes can be expected to achieve results such as are obtained in Europe. The immediate need in respect of these classes is to remove them from the Presidency College, where they are cramped for room, to the business part of the city. It is unreasonable to expect business men after a long day's work to travel any considerable distance for the purpose of attending the evening classes.

Higher commercial education required.

145. The commercial education provided at the Presidency College aims only at turning out men qualified to be good clerks. If the present scheme proves a success, it will obviously be necessary to provide before long for a superior commercial education such as will fit a man to conduct a business on his own account. Meantime, the proposal recently made by the Government of India to send scholars to England for an advanced course of commercial education will meet a distinct want in this Province.

Other commercial classes.

146. Commercial education is also provided at the Kurseong Victoria Boys' School and at several Government and aided high schools. In the case of the latter schools the course of study leads up to the day course prescribed for the commercial classes at the Presidency College. Besides the above mentioned schools at which commercial instruction is given, there are three privately managed commercial schools, one aided and two unaided, which teach shorthand and type-writing.

The Calcutta Art School and Art Gallery.

147. At the instance of Mr. Havell, the Principal of the School of Art, a Japanese artist of the Tokio Art School was engaged temporarily during the year under review to give lessons in the Japanese method of brush work and flower painting. The class in the school which gives the most promise is the Advanced Design Class. It is hoped that students from this class will be able to undertake the decoration of the new Art Gallery building which is now in process of construction. Pending the completion of the building referred to, the collection of Indian paintings belonging to the Art Gallery is stored in the Art School premises. These paintings were inspected during the year under review by a party of Japanese artists and Art experts, who declared them to be the best collection of Indian paintings to be seen in India. The increase of expenditure during the year under review (Rs. 21,464), shown under the head of "Schools of Art," was due to large purchases made for the Art Gallery of old Tibetan banner pictures, Buddhist statues, valuable textile fabrics, etc. Some of the inscriptions on the statues and paintings are said to be of considerable archæological interest.

The Serampore Weaving School.

148. The Government of India have sanctioned the opening of a Weaving School at Serampore, and it is hoped that it will be possible to commence work in the coming cold weather. The object of the scheme is, firstly, to bring home to the ordinary artisans the latest improvements in respect of weaving apparatus, and, after supplying them with the necessary instruction, to give them advances of money in order to enable them to purchase the necessary apparatus; and, secondly, to train a higher class of students with the object of enabling them to become teachers of improved methods in outlying centres or to start businesses of their own in the weaving line.

Industrial Schools.

149. These schools have increased in number from 30 to 41, chiefly owing to the activity displayed in this connection in the district of Hazaribagh by the present Deputy Commissioner, Mr. Radice. As stated above a special officer is required for the effective supervision of technical and industrial education. The example set by Mr. Radice in Hazaribagh shows how quickly this branch of education could be developed if there were an officer whose whole time could be devoted to the subject. I regard this as an essential step towards future progress. The total expenditure increased from Rs. 32,586 to Rs. 36,853. Of this latter sum, Rs. 7,954 were contributed from Provincial Revenues, Rs. 6,745 from District Funds, Rs. 314 from Municipal funds, and Rs. 21,840 from fees and fines and other sources.

CHAPTER VIII.

EDUCATION OF INDIAN GIRLS IN SECONDARY AND PRIMARY SCHOOLS, AND ZANANA EDUCATION.

General Remarks.

150. So preponderating is the need for trained female teachers that though I have expressed my views on the subject at length in the chapter on Training Colleges and Schools, it is impossible to avoid a reference to the same subject when considering the question of the education of girls in secondary and primary schools and the zanana. It is very generally admitted that there is an urgent need for training colleges in Bengal. A criticism has however been made in this connection that "it is only in higher schools and in large towns that the need for well-qualified female teachers is so pressing, and that for many years to come such luxuries will have to be dispensed with in the upper and lower primary girls' schools, where use must yet be made of the local *guru* or *pandit*." Now, though it is undoubtedly true that we cannot for many years to come dispense with the local male teacher, and that a large extension of the system of mixed schools is very desirable, I cannot at all admit that the urgent need

Need for trained female teachers.

for well-qualified female teachers is by any means limited to the higher schools and to large towns. In the first place, there is a very general and marked aversion on the part of a large proportion of the population to sending girls to school at all, not because the people are indifferent to the education of their female children, but because they do not like sending them to schools where there are male teachers, that is to say, schools where the *pardah* is not observed. In the second place, even if girls are allowed to go to school, they are, for the reason just given, removed from it at a very early age. Thirdly, if we are to instruct girls only up to the age when they are removed from school, I fear that our efforts will be largely wasted: the little instruction thus given is soon forgotten. I hold that the education of girls should not be abandoned at this early age, but should be continued in the zanana. Here we are immediately met face to face by the most pressing need for female teachers; and, if good results are to be secured, these teachers must generally be neither Christians nor Brahmos, but Hindus and Muhammadans. Christian Missions have doubtless done much good work, and Government is greatly in their debt for what they have effected in the way of popularising female education and sending out Christian female teachers. The Missions themselves would, however, be the first to admit that their sphere of usefulness as regards the development of this branch of education is not unlimited.

General review of the education of women.

151. Referring to the want of progress in respect of the education of women in Bengal in the last quinquennial period (1897-98—1901-02), Sir Alexander Pedler observed:—

"The chief causes for the slow progress of this branch of education in this country are:—(1) The conservatism of a great portion of the people; (2) the fact that the education of their female children is a matter of great indifference to a large proportion of parents and guardians, as they usually do not take the same amount of care and interest in the education of their female wards as they do in that of boys; (3) the system of early marriage which presents an almost insurmountable barrier to education beyond the primary stages; (4) the want of educated female teachers; (5) the want of a system for educating zanana ladies; and (6) the want of adequate State aid and aid from other public funds."

152. Without wishing to dispute the large measure of truth contained in these observations, I am distinctly of opinion that they do not constitute quite a complete, or in some respects fair, account of the position. I quote below what Miss Brock, the Inspectress of Schools, said in her report for the year 1904-1905:—

"I found from visiting zananas and from the expression of native opinion that there was no prejudice against the education of girls, but a strong feeling against any relaxation of the *pardah* system for higher caste girls. In support of this is the fact that recently a meeting was held at Muzaffarpur of the more educated classes, with a view to opening a strictly *pardah* school for Hindus. In some parts of Bihar education would be welcome did it not bring with it the presence of male officials. What is needed is a far greater extension of the zanana system of teaching for higher caste girls as a preliminary step to schools, and for lower class girls strictly *pardah* schools. These would of necessity have to be wholly inspected by women."

153. I also give below some very interesting extracts from that lady's report for the year 1905-1906:—

"The most important question in relation to female education still remains the problem of obtaining and adequately training teachers. Only as regards the staffing of Mission Schools is the outlook at all promising. As regards Hindu, Muhammadan and even Brahmo schools, the difficulty remains unsolved * * * *."

"As regards zanana teaching I am obliged to draw a sharp distinction between Hindu and Muhammadan work. I am quite convinced that as soon as we can command trained female teachers, orthodox and of good family, education will make remarkable progress among Bengali Hindu *pardah* women. I am repeatedly struck by the fact that in large towns Hindu gentlemen are in the habit of trying to induce European ladies to give instruction, including teaching in English, to their girls, and are often willing to pay good fees. On the other hand, even entrance into Muhammadan zananas is very difficult, and the education of women is regarded with extreme suspicion * * * * * *."

"In the immediate future, if adequate assistance is afforded, I anticipate a great increase in the number of girls' schools. From month to month it is increasingly impressed upon me that many of the supposed difficulties with regard to Hindu female education do not exist, and that the real obstacles we have to encounter might be overcome by a more intimate knowledge of Indian social life as it affects women. A very large number of Bengalis would not oppose female education were it offered in a form which would be acceptable. This was the opinion I stated a year ago. During this past year this view of the matter

has been expressed to me again and again by Indian gentlemen. In the work of understanding local needs I consider the work of women assistant officials would be invaluable and can only be afforded by them. As regards higher caste girls the way to them lies through zanana teaching, and one of the most promising points of female educational work is the impetus that is being given to this method of teaching * * * *."

"As regards primary schools under Mission management endeavour is being made to draft untrained members of teaching staffs into good training classes and to staff primary schools entirely with trained female teachers. I have good hopes that in Calcutta at all events before long both these objects will be attained in these schools. Primary schools under Hindu management still continue to be, for the most part, in the hands of *pandits*, but the request is everywhere being made by them for a competent female teacher to be added to the staff. The difficulty in meeting this demand is however very great, even when the teachers are forthcoming. Christian and Brahmo girls, where accepted, demand high salaries and for the most part will not work in the districts and in primary schools. Should the Government training colleges be started, one of the greatest difficulties will be to induce the girls after a training in Calcutta and Bankipore to return to the village primary school. If Hindu and Muhammadan women however are secured the difficulty will vanish. They will expect to return to their own villages or towns * * * *."

"I have this year seen more of Muhammadan schools and come more into touch with Muhammadan zanana life. Education both in the schools and in the zanana is of the most meagre description. In the former this is undoubtedly due to the early age at which girls are withdrawn, not for marriage, but within the *pardah*: in the latter it is owing to the almost utter lack of training and education in the teachers. From what I have observed I consider that in the case of Muhammadans the work has not yet been attempted on the right lines for success. The majority of Muhammadans will no doubt for years to come view the movement for the education of women with dislike; but that will be no bar, if certain conditions are allowed, to the progress of education both in the zanana and the school. Muhammadan schools must be altogether *pardah*, and all local male officials entirely withdrawn from the schools. A conveyance grant for the schools is necessary if high class Muhammadan girls are to be secured. Women of good family must be obtained as teachers for the schools, but above all for the zanana. These teachers must be able to speak good Urdu. Lastly, one of the most important points is, I consider, the giving of certain concessions with regard to the curriculum. The text books above all should be such as are acceptable to the Muhammadans. I am convinced that if we could obtain teachers capable of giving an acceptable course of instruction, a large number of zananas would be at once accessible."

154. I think that Miss Brock's remarks throw a great deal of valuable light on a most difficult question. It seems to me that if the education of women is presented, as Miss Brock says, "in an acceptable form" "the conservatism of a great portion of the people" which was referred to by Sir Alexander Pedler as being the first cause of slow progress, would gradually be won over to the side of progress. Miss Brock's report also shows—and enquiries made by me corroborate her view—that the people are not so indifferent to the education of their female children as is usually supposed: there is a considerable awakening in this respect. This was the second cause referred to by Sir Alexander Pedler as hindering the progress of female education.

155. The third cause assigned by Sir Alexander Pedler for the want of progress was the system of early marriage, which he stated presented an almost insurmountable barrier to education beyond the primary stage. My reply to this is that the barrier itself will yield to the influence of education. It has already done so in the case of the Brahmo community, whose girls marry later in life and consequently attend school longer than Hindu and Muhammadan girls. Most instructive in this respect are the remarks made by His Majesty's Agent and Consul-General in Egypt in his Administration Report for the year 1905, from which I quote the following passage:—

"The remarkable and continuous progress of female education in Egypt marks very clearly the changes of custom and alteration of ideas which are taking place in the country. When the first efforts to promote female education were made, they met with little sympathy from the population in general. Parents sent their daughters to school reluctantly, and took them away early. In order to encourage the education of girls, it was necessary to admit a large number of free pupils. Most of these came from the poorer classes, and left early, either to be married or because it was thought unbecoming for a girl to attend school after she had passed the earliest years of childhood. The reluctance of parents to send their daughters to school has now been largely overcome. Free education in the Government Primary Schools has been practically abolished. Demands are frequently made for the establishment of other schools in different parts of the country. The number of private schools for girls has also greatly increased of late years. Further, it is to be observed that the steady output of boys from the Secondary Schools and Higher Colleges has distinctly

stimulated the movement for female education, for the younger generation are beginning to demand that their wives should possess some qualification other than those which can be secured in the seclusion of the harem. The interaction of the two branches of education does not stop here, for not only has the growth of education among boys stimulated the desire for instruction to girls, but it has also tended to improve the quality of education given to the girls by prolonging the period of instruction. There appears good reason for supposing that, where education has made progress, the age of marriage has risen, and that, in consequence, the girls are allowed to remain longer than heretofore at school."

156. I invite particular attention to the last sentence of the quotation just given. Surely Egypt and India are not so different that it is unreasonable to expect that, where education makes progress, the age of marriage will rise, and that in consequence girls will be allowed to remain longer than heretofore at school.

157. Three further causes were given by Sir Alexander Pedler as presenting a hindrance to the progress of the education of women, viz., (1) the want of educated female teachers, (2) the want of a system of educating zanana ladies, and (3) the want of adequate State aid and aid from other public funds. Sir Alexander Pedler stated however that a considerable increase in the expenditure had been incurred in recent years, and that more energetic measures were being taken to foster the spread of female education. I have also shown in this report that active steps are being taken to supply the need of trained female teachers both for girls' schools and for the zanana.

158. To sum up the matters above discussed, I venture to say that, as far as Bengal is concerned, the chief cause at the present time operating to hinder the progress of the education of women is the want of qualified and respectable Hindu and Muhammadan female teachers and inspecting agents, and the consequent inability to organise the kind of schools or the type of zanana education which the people require. We still want money of course, but it is not immediately so much needed for increasing the number of schools for girls and zanana centres of instruction as for producing suitable teachers. Given these, I feel that a vast field lies ready for exploration. I have ample evidence of this in the various schemes for imparting instruction to females which are being put forward.

159. One of the most hopeful is a project which has been quite recently brought forward by Mrs. Roy, wife of Dr. P. K. Roy, late of the Indian Educational Service. This is a scheme for the award of scholarships and rewards with the object of encouraging instruction in the zanana. Committees of ladies, European and Indian, assisted by advisory Committees of men, are to be formed at suitable local centres. These Committees will work out syllabuses of instruction suitable to the various classes of the community and frame scales of scholarhips and rewards. It is said that a system of this sort was widely in vogue and very popular some years ago in the Dacca Division, but that it eventually languished owing to want of encouragement by Government. An indirect, but very substantial, by-product of this project will be the formation of the committees referred to. Such committees will not only be useful for the purpose of the project above sketched, but will also be of great value in other directions, such as helping and advising in the work of local girls' schools, aiding and encouraging zanana instruction of all kinds, helping the female inspecting agency as regards their work in training classes and the selection of teachers for training, etc., etc. I regard this latest development as most hopeful.

160. In short, the direction which progress must take must not be antagonistic to the conservative instincts of the people with which sympathy must be shown. Our policy must not be destructively radical but progressively conservative. We can only advance by devising measures which are not inconsistent with prescription, to which in the past insufficient concessions have been made. We should not run amuck against tradition, but should carry tradition with us on the lines of progress.

Statistics in respect of secondary and primary schools.

General statistics.

161. During the year under review secondary and primary schools for girls taken together increased from 2,563 to 2,877, and students in such schools from 61,432 to 67,755, that is, by 12·3 and 10·3 *per cent.*, respectively. If the number

of boys in girls' schools be deducted, the actual figure as regards girls in girls' schools comes to 65,632, as against 59,034 in the previous year, the percentage of increase being 11·15. In addition to the 65,632 girls in girls' schools, there were 43,446 girls in boys' schools; the total of girls under instruction being 109,078, as against 102,546 in the previous year, and the percentage of increase being 6·37. One in every 36 girls of a school-going age, or 2·7 *per cent.*, was under instruction, as against 1 in every 58, or 1·7 *per cent.*, at the close of the last quinquennial period. It may be explained in this connection that each centre where zanana instruction is imparted is counted, for the purpose of the statistical returns, as a primary school and the girls under instruction as students in such schools. In future, however, I shall show figures for zanana education separately in the returns.

Distribution between the primary and secondary stages of instruction.

162. Almost all the girls under instruction were in the primary stage of instruction. Thus, of the total number of schools for girls (2,877) all except 34 were primary schools; and of the total number of girls under instruction (109,078) all except 402 were in the primary stage.

Expenditure.

163. Expenditure in connection with secondary and primary girls' schools increased by Rs. 42,791; and of the total expenditure incurred, viz., Rs. 3,99,837, Rs. 1,17,031 were contributed from Provincial Revenues, Rs. 69,753 from Local Funds, Rs. 46,440 from fees, and Rs. 1,66,613 from other sources.

Results of examinations.

164. The results of the examination held at the end of standard VI were satisfactory, 66 candidates appearing, of whom 52 passed, as against, in the previous year, 64 candidates, of whom 49 passed. There are no formal examinations at the end of the upper primary and lower primary courses, as explained in the chapter on "Primary Education for Indian Boys"; but the class examinations held at the end of these stages show a large falling off in the number of candidates appearing, with, however, a large increase in the percentage of successful candidates. The combined figures for these two stages show that, whereas in the year 1904-1905 of 2,098 candidates 1,358 were successful, in the year under review of 1,595 candidates 1,297 were successful. The general causes for the unpopularity of these examinations have been discussed in the chapter above quoted.

Technical and Industrial Training.

165. Very little technical and industrial work for women is at present aided by Government, but a comparatively large amount is being done in different parts of the Province, chiefly by Mission agencies. The lace-industry at Kalimpong, which is aided by Government, is already a success, and it is proposed to extend it to parts of the Chota Nagpur Division and the Sonthal Parganas. The work requires fostering, and when our female inspecting staff is increased, this will be possible.

CHAPTER IX.

EUROPEAN EDUCATION.

Introductory.

The term "European."

166. The term "European," as used in this chapter, signifies any person of European descent, pure or mixed, who retains European habits and modes of life; and for the purpose of the grant-in-aid rules all except 15 *per cent.* must answer to the above definition.

The Partition.

167. Although the Partition was given effect to from the 16th October 1905, European education in the Divisions transferred to the new Province remained in charge of the Bengal Education Department till late in the year under review. As a result of the separation of these Divisions this Province has lost 6 schools. This report primarily concerns the schools which are left with this Province, but the statistics given in respect of the annual examinations concern candidates from Bengal and Eastern Bengal and Assam, inasmuch as these examinations were held for both Provinces by the Bengal Education Department.

Collegiate Education.

168. Collegiate education for Europeans is practically non-existent. Loreto House, Calcutta, which has University classes attached to it, returned only one student. The Bethune College for ladies returned two European students.

Schools.

169. This report deals with 69 schools, of which 2 are managed by Government, 62 are aided and 5 are unaided. It is much to be regretted that the Inspector has failed to secure returns from the Armenian College, which is not included in the 5 unaided schools above referred to. The Armenians, though a small community, form an important element in the complex society of Calcutta, and the education given at the college is not a matter of indifference to Government. Of the 69 schools referred to, 44 were secondary, and 25 primary, schools. Of the 44 secondary schools however only 14 taught up to the high school stage, the rest being middle schools.

Pupils.

Educational institutions of all kinds.

170. The total number of pupils in educational institutions of all kinds for Europeans was 7,925, of whom 301 were in institutions managed by Government, 6,782 in aided institutions and 842 in unaided institutions. In addition, there were 209 European pupils studying in institutions for Indians. These pupils are not however included in the statistics dealt with in this chapter, which refers solely to institutions for Europeans and pupils of such institutions.

Secondary and primary schools.

171. The total number of pupils undergoing general education in secondary and primary schools on the 31st March 1906 was 7,803, as against 8,286 on the 31st March 1905. If however allowance is made for the transfer of 6 schools to the new Province and for the fact that the Armenian College has submitted no returns, there appears to have been no loss, but a gain of some hundred or more pupils. Of the 7,803 pupils referred to, 2,098 were in the secondary, and 5,705 in the primary, stage of education. Of the 7,803 pupils above referred to, 7,133 were of European, and 670 of Indian, parentage.

Secondary and primary schools and scholars according to management.

172. Of the 7,133 European pupils in secondary and primary schools 57·17 *per cent.* were in schools controlled by the Roman Catholic Church; while 28 out of the total number of 69 schools, or 40·6 *per cent.*, were under the management of that Church. Next comes the Church of England with 17·28 *per cent.* of the total number of pupils and with 11 schools out of the total number of 69. It is interesting to note on the other hand that the census figures show that out of the total European population 51·4 *per cent.* belong to the Anglican Communion, and 36·2 *per cent.* only to the Roman Catholic Church. These figures are to some extent vitiated by the inclusion in the census figures of the British forces; but it is well known that a large number of Protestant children study in Roman Catholic schools.

Finance.

Unreliability of accounts.

173. The total expenditure amounted to Rs. 14,15,562, of which, according to the returns submitted, Rs. 3,43,683 were derived from Provincial Revenues, Rs. 2,754 from the Calcutta Corporation, Rs. 6,80,325 from fees, Rs. 2,44,812 from subscriptions and donations, and Rs. 1,43,988 from endowments and other sources. I regret to say however that the figures returned for subscriptions and donations are totally unreliable. It is needless in this report to enter into details, but it may be stated that the amount reported under this head is probably at least a lakh of rupees in excess of the amount actually contributed. On the assumption that that is the case, it appears that not much more than about Rs. 1,00,000 were subscribed by the general public; for, included in the figures under this head, are sums of Rs. 30,451 received from the Bruce Institution for the maintenance and education of its wards and Rs. 9,230 paid by Railway Companies in grants toRailway schools. As an illustration of the general unreliability of the returns, I may mention that the expenditure returned under the head of

"Boarding Charges" has declined by Rs. 1,59,302, whereas no material change of circumstances has in fact occurred. The decline is apparently to be accounted for by the vagueness of the information received from the schools and by the absence in the Inspector's office of any settled principle for the distribution of the expenditure among the various heads of the statistics. This unsatisfactory state of the returns will continue till all school accounts are kept in some rational way common to all and audited by some one who has an expert knowledge of account keeping. This question, together with that of a proper system of auditing accounts, was discussed by the Hill Schools Committee in their report, and the subject is engaging the attention of the Government of India. Meantime, I have with the assistance of Mr. Chapman, lecturer for the Commercial classes, Presidency College, had a modified form of return prepared, which is under consideration.

Total expenditure.

174. The total expenditure returned last year was Rs. 14,50,414. The expenditure for the year under review being Rs. 14,15,562, the decrease amounts to Rs. 34,852. This decline is attributable to the transfer of 6 schools to the new Province and to the fact that returns have not been received for the Armenian College this year.

Examinations.

Departmental examinations.

175. The results of the examinations could scarcely be worse. Of 74 candidates that appeared at the High School and Scholarship Examination 20, or 27 *per cent.* only, passed. At the Middle School examination, of 81 candidates who appeared 14, or 17·2 *per cent.* only, passed. The position perhaps becomes still clearer when it is stated that of 49 boys who, having completed their education, were sent up for the Middle School examination before being sent out into the world, only 5, or 10·2 *per cent.*, were able to pass. It is true that owing to the fact that several schools now take the Cambridge University Examinations, some of the best teachers in European schools are now available as examiners, and this circumstance may have led to a raising of the standard. The fact however to be faced is that the verdict of a specially able body of examiners has been most unfavourable. A certain amount of good work was shown in arithmetic, and this mostly by boys; otherwise the results of these examinations seem to bear out the truth of the following remark made by the Inspector in his report for 1904-1905:—"A certain amount of proficiency is obtained by boys in elementary arithmetic. With this exception the work is poor and slovenly to a degree." I reserve my remarks as to what can be done to set matters right to a later part of this chapter.

The Cambridge Local Examinations.

176. La Martinière College, Calcutta, for boys and girls, the Diocesan Girls' School, Darjeeling, and the Pratt Memorial School, Calcutta, did well at these examinations. La Martinière secured 2 passes at the Senior Local, 9 at the Junior Local, and 18 at the Preliminary Local, examination.

Calcutta University Entrance Examination.

177. From Loreto House 2 candidates passed the Entrance Examination, while from St. Xavier's College 9 were successful.

The training of female teachers.

178. The attempt to train female teachers at Kurseong and at the Welland Memorial Kindergarten, Calcutta, has up to date been a dismal failure. The mistake has been made of endeavouring to train students as teachers with inadequate and insufficiently qualified staffs. At Kurseong the staff employed has been neither adequate nor sufficiently qualified, and at the Welland Memorial Kindergarten the conditions of work are quite unsuitable. The mistake is being rectified, but much valuable time has been lost. It is now proposed that a separate training college should be established at Kurseong with an adequate staff, and that in future the least qualifications that members of the teaching staff shall possess shall be those of a person who has not only had a secondary school education and secured a University degree, but who has in addition had some experience on the staff of a secondary school. As students have not hitherto had a fair chance, I refrain from giving details in regard to the depressing results hitherto obtained. We are, I believe, now upon the right path.

Professional and Technical Education.

The Sibpur Engineering College.

179. Engineering is one of the best openings for European boys. On the 31st March 1906 there were 47 such boys at the Sibpur Engineering College, viz., 4 in the Engineering, and 43 in the Apprentice, Department. One European passed the B. E. Examination and two the First Examination in Engineering. Four Europeans passed the overseer, and 4 the sub-overseer, examination; while 2 passed the survey final examination.

Victoria Boys' School, Kurseong.

180. Twelve boys were under instruction in the technical classes which are attached to the Victoria Boys' School, Kurseong. Five boys were sent up for the last sub-overseer examination of the Civil Engineering College, Sibpur, this being the first batch of candidates presented from this school. The result of the examination was satisfactory. Out of the 5 candidates sent up, 3 were successful, one obtaining the first place on the list, while the other two stood 7th and 16th respectively. The failure of the two remaining candidates was reported to have been due to their having contracted a severe type of the fever while going through their practical training in surveying in the Darjeeling Terai in November 1905. Orders have since been passed that in future the survey camp is not to be held in the Terai.

The East Indian Railway Technical School.

181. The East Indian Railway Technical Night School at Jamalpur continues to give instruction in steam engine and machine construction, applied mechanics, algebra and mensuration, and it is reported that it is proposed to extend the work of the school. The average nightly attendance at this institution during the year under review was 51·3.

St. Andrew's Colonial Homes, Kalimpong.

182. St. Andrew's Colonial Homes, Kalimpong, give a certain amount of training in carpentry and farm work. Both boys and girls are trained to domestic work by being made to do all the work which is required for the management of the Homes.

St. Helen's Convent, Kurseong.

183. At St. Helen's Convent, Kurseong, there is a well equipped department for instruction in cookery, needle-work, dress-making, sick-nursing and the compounding of medicines. It is to be regretted however that though girls are willing to join the Technical Department, they are not as a rule inclined to devote to it time or attention sufficient to enable them to master any single subject. In order to meet this defect orders have recently been issued that no Government grant will be paid on account of any student of this department who has not attended 75 *per cent.* of the total number of school meetings held during a school session.

Other schools for girls.

184. Some other schools for girls attempt a certain amount of instruction in cookery and dress-making, but in all this technical work for girls there is a lack of organisation and definiteness of aim which deprives it of a great deal of its value. In order to meet this evil it is proposed to open at the suggested Training College for female teachers at Kurseong a Technical Department for the training of a small number of teachers in Technical subjects.

Commercial education.

185. A commercial class was opened at the Kurseong Victoria School for Boys at the beginning of the current session (1906) with a master specially recruited from England for the purpose. Commercial education of an elementary character is also given at several other schools. The work suffers however from lack of organisation and supervision. I shall endeavour to arrange some system of general control, as I have already done in the case of commercial classes in Indian schools.

Volunteering.

186. Eleven hundred and fifty-four cadets became efficient during this year.

General Remarks.

187. Last year when reporting on the general condition of European education in Bengal the Inspector spoke in no doubtful terms of its unsoundness and urged the unwisdom from a political point of view of allowing this unsoundness to continue. In reviewing these remarks the Government of Bengal stated in its Resolution that the political consequence of such a state of things could not be regarded with indifference; because, restricted as Europeans and Eurasians are in their choice of the means of livelihood, their educational fitness is a matter of great importance. The picture

presented by the various facts recorded in this report is, except in the case of a few superior schools, gloomy indeed from almost every point of view. Other features of the problem which have not been referred to are equally discouraging. Some of the leading schools of the Province are still struggling under a burden of debt which makes any real progress impossible. Many are working in buildings which are admittedly quite unsuitable, while all practically are striving to accomplish tasks for the performance of which their resources are inadequate. Inspectors have told us that the work of the schools is bad and employers of labour have testified to the truth of this criticism. Three years ago a partner of one of the leading Engineering firms of Calcutta stated before the Hill Schools Committee that in his opinion European boys educated in India never had more nor better opportunities of getting on if they would only apply themselves to work and take advantage of their opportunities. Then, after pointing out that an engineering firm most emphatically does not expect boys to come to it technically trained, he declared that, in spite of their opportunities, European boys educated in India did not get on in Engineering work owing mainly, he thought, to their total ignorance of elementary practical mathematics and geometry and their hopeless want of application.

188. The question is what is to be done. To my mind the answer is clear. We must have a better scheme of work and better teachers. I am thankful to be able to say that, dark as the past has been, the future is not without hope. We have now attained to a position from which, if we will use our eyes, we can see the goal which we wish to reach and at the same time make out the paths which, if we follow them consistently, will lead us to it. Last year the Government of India, in returning to Local Governments the Revised Code of Regulations for European Schools, expressed themselves as dissatisfied with the curriculum laid down, and desired Local Governments to examine it with a view to its consolidation in the various classes of schools. This letter was sent to the Inspector of European Schools, who submitted in reply an exhaustive criticism of the present system, in which he pointed out that under present conditions only one class of school is recognised, and that the only difference between such divisions of schools as do exist lies in the fact that certain schools are permitted to take the whole of what purports to be a complete school course, whereas others are only allowed to take certain parts of it. Now, if only one class of schools is recognised, it is obviously futile to attempt to consolidate the courses in various classes of schools. Consequently, Mr. Hornell first of all suggested how in his opinion schools should be classified; and, having laid down the principle that, for the future, recognition should mean recognition as a school of a certain class, he proceeded to make proposals for the curriculum of each class. Mr. Hornell's proposals were then placed before a representative conference of school managers, teachers and others interested in European education. The classification proposed by him the conference was not prepared to accept; his criticisms it did not attempt to gainsay. It accepted the principle that European schools should be classified into elementary and secondary; and, having laid down two excellent curricula, one for elementary and the other for secondary schools, it proposed that under ordinary circumstances no school should be recognised either as an elementary or as a secondary school unless it could show that it could teach efficiently the whole of the curriculum prescribed. It further agreed that any school applying for recommendation as a secondary school should in the first instance be inspected by a board of three Inspectors, of whom the Inspector of European Schools should be one. The proposals put forward by the conference have since been referred to Government for orders.

189. In these resolutions of the conference, it appears to me, lies the hope of the future. We can make no advance until we know first of all what we desire to teach and secondly what schools there are which can impart this instruction. To the first stage we may claim to have attained when the conference unanimously proposed curricula for elementary and secondary schools which from an educational point of view leave practically nothing to be desired. To the second stage we cannot hope to attain until we learn from a competent authority what schools can teach the secondary, and what schools can teach the elementary, curriculum. This information we may hope to get when the proposed Board of Inspectors has done its work.

190. When the real facts are before us and when the defects are laid bare we cannot of course stop. On the contrary it is at this point that the work of reconstruction must begin, and the lines on which that work will have to proceed will be the raising of particular schools to a condition in which they will be able to undertake efficiently the work which in the interests of the community in general it is incumbent on them to attempt. The extra expenditure incurred will probably have to be borne very largely by the State, and it is fortunate that we have already begun to receive the necessary pecuniary assistance from the Government of India. It will obviously be impossible to raise at once all the schools which require assistance. This being so, complaints may perhaps arise that this policy is likely to prove in actual working both invidious and unfair. I have little doubt, however, that if the Education Department proceeds tactfully and fairly, with due regard to the needs of the community as a whole and to vested interests, the Managers of European schools in Bengal will gladly sink to some extent their individual ambitions for the good of the general cause. The Government of India have recognised the advisability of giving State assistance on the basis of the particular needs of individual schools. In Article 38 of the Revised Code they have empowered Local Governments to make supplementary grants to schools for the efficient maintenance of which the ordinary grants are not sufficient. No one who has followed the history of European education in India will question the justice or the wisdom of this principle. It must never be forgotten that though the responsibility of the British Government in the matter of the education of the domiciled European community is great, the resources which it can apply to this work are necessarily small; and that therefore while Government cannot allow the boys and girls of the European and Eurasian community to be educated in schools which are through lack of resources unable to undertake efficiently the work which they are attempting, it cannot afford to spend on any school a single rupee more than that school actually requires.

191. Having decided what secondary and what elementary schools we want, and having ascertained clearly how far and in what particulars the existing schools fall short of our requirements, we shall begin the work of reconstructing individual schools on the basis of these considerations. An efficient teaching staff will be everywhere the first consideration; and, as I fear that a sufficient number of efficient teachers will not at first be forthcoming, it will be necessary in not a few instances, for the present at any rate, to arrange that the managers of schools may be in a position to recruit from England. I recognise however that the necessity for this importation is not a healthy sign; for, though the occasional introduction of new blood from England will doubtless be always desirable, the bulk of the schools ought obviously be to able to recruit the majority of their teachers in India. The Training College at Kurseong will supply us with the necessary number of female teachers; while, as regards the training of male teachers we must look to the establishment of the proposed Training College at Allahabad. We have ascertained by experiment that for the present at any rate there is no hope of such a college being successful if confined to this Province only.

192. On the whole therefore we may fairly say that, dark as the past history of European Education in Bengal has been, we are beginning to leave that past behind. The corner has been turned and we may hope that a new era has begun.

CHAPTER X.

MUHAMMADAN EDUCATION.

General Remarks.

The Muhammadan population.

193. Owing to the Partition the proportion which the Muhammadan population bears to the general population has been considerably curtailed. The Muhammadan population of the Province is at present 9,034,949 and represents only 17·2 *per cent.* of the general population.

194. In the case of the general population 108 per mille of males and 5 per mille of females are literate. In the case of the Muhammadans the proportions are only 81 and 3 respectively. Present state of Muhammadan literacy.

195. As stated above, the Muhammadan population is 17·2 *per cent.* of the general population. On the other hand the percentage of Muhammadan pupils to pupils of all creeds is only 13·9, or if the figures returned by private institutions are, for the reasons given in Chapter XII, excluded as unreliable, the percentage is exactly 13. The percentage of Muhammadan pupils under instruction in public institutions in the year under review to Muhammadan children of a school-going age was 11·2; while the corresponding percentage for the general population was 14·8. It is however when we come to analyse the figures as regards the higher stages of instruction that the backwardness of the Muhammadans comes out more clearly. Thus, though the percentage of Muhammadans in primary schools is 13·7, and though this figure bears a fair proportion to the percentage of the Muhammadan population (17·2), in the higher stages of instruction the percentages fall off in a striking manner. Thus, in secondary schools the percentage is 8·7 only, in professional colleges, 4·3 only, and in arts colleges, 6·3 only. From all points of view therefore the Muhammadans have much ground to make up. Pupils under instruction.

Progress.

196. The total number of Muhammadans attending all classes of educational institutions increased from 166,781 in the year 1904-1905 to 171,905 in the year under review, or by 3·0 *per cent.*, as against an increase of 2·2 *per cent.* in the total number of pupils of all religions. On account however of the unreliability of the statistics returned by private institutions it is safer to make the comparison by reference only to pupils attending public institutions. In that case the increase in respect of Muhammadan pupils is 2·45 *per cent.*, as against an increase of 2·16 *per cent.* in respect of the total number of pupils of all religions. The result is satisfactory so far as it goes. In the Government Resolutions on the Director's reports for the years 1902-1903 and 1903-1904 the hope was expressed that, in view of the increase in those years of 5·8 and 11·7 *per cent.* respectively in the number of Muhammadan pupils under instruction, a real and lasting awakening had occurred on the part of the Muhammadan community to the advantages of education. In the year 1904-1905 however the total number of Muhammadans attending educational institutions declined by 3·1 *per cent.*, as against a decrease of 1·5 *per cent.* in the total number of pupils of all religions. It is not wise therefore to expect too much: on the whole there is a steady, though slow, improvement, and it is possible to hope that it may be maintained.

The Calcutta, Hooghly and Murshidabad Madrassahs.

197. A proposal is under consideration for the establishment of a Title Examination for Madrassahs on the lines of the Sanskrit Title Examination referred to in the chapter on University and Collegiate Education. A scheme to this effect was recently submitted by Dr. Ross, late Principal of the Calcutta Madrassah, and is now under consideration. The Sanskrit Title Examination has been so eminently successful in stimulating Sanskrit learning that it is not too much to hope that considerable enthusiasm will be evoked in regard to Muhammadan lore, if the examination referred to is established. I have already mentioned, in the chapter on "Education of Special Classes," that His Highness the Nawab of Murshidabad has submitted proposals for the amalgamation of the Murshidabad Madrassah with the local Government High school.

Indigenous Schools.

198. A scheme which affords much cause for hope in connection with Muhammadan education is one which was elaborated in the year 1903-1904 by a conference over which Dr. Ross presided, for developing the indigenous Muhammadan primary schools which exist throughout this Province. This scheme was sanctioned in the year referred to, and was partially brought into force in the year under review. It is only in the current year however that it has been found possible to provide the necessary funds

for giving effect to the complete project, the recurring charges of which amount to Rs. 18,542. I trust that even this will prove to be only the beginning of a wider scheme for bringing these schools under Government recognition. It is certain that that recognition will increase the number of pupils, and that the financial aid afforded will give stability to a deserving class of institutions.

Results of Examinations.

199. Muhammadan candidates did considerably better in the B. A. and F. A. examinations than in the previous year, notwithstanding the fact that in that year the results of the B. A. examination were exceptionally good. In the M. A. examination however and in all other examinations the results were very disappointing.

CHAPTER XI.

EDUCATION OF SPECIAL CLASSES.

Education of Chiefs and Nobles.

Education of the sons of Chiefs and Zamindars.

200. The Nawab of Murshidabad's Madrassah is intended for the education of the descendants and relations of the Nawab Bahadur of Murshidabad. As such, it has been a failure. Mixing only with their equals and removed from outside influences, these lads have no incentive to improvement. So convinced of this is His Highness that he has agreed to a proposal that the Madrassah should be amalgamated with the local Government High School. He hopes that by mixing with other boys in the High School the Nizamat boys will be stimulated to make better use of their time at school. The Nawab Bahadur has expressed a wish that any money saved by the amalgamation may be devoted to the furtherance of the proposed Ranchi Arts College Scheme. In Orissa the sons of Chiefs are educated chiefly at the Ravenshaw Collegiate School; while in the Chota Nagpur Division they are mostly sent to the Government High Schools.

Aboriginal Races and Tribes.

Number receiving education.

201. It was stated in the Fourth Quinquennial Review that out of the $6\frac{1}{4}$ million aborigines found in the area dealt with in that review, $2\frac{1}{4}$ million belonged to Bengal. This figure is scarcely affected by the Partition. The homes of these people are chiefly to be found in the Chota Nagpur, Bhagalpur and Orissa Divisions, the Orissa Tributary Mahals, and the Birbhum and Bankura districts of the Burdwan Division. The aboriginal population of a school-going age, at the usual calculation of 15 *per cent.*, comes to 337,500; and of this number 43,320 (9,342 Christians and 33,978 non-Christians), or 12 *per cent.* only, are receiving instruction. The increase in the number of pupils during the year under review was 2,021. This is satisfactory, but there is ample room for improvement. Government is much indebted to the various Missionary agencies which have done so much for the education of these people. There is however a wide field which those agencies cannot cover and which will have to be explored by the Education Department as funds become available.

Examination results.

202. As observed in the Fourth Quinquennial Report, Christian aboriginals secure better results in the examinations than non-Christian aboriginals. The examination results for the year 1905-1906 are so striking in this respect that I quote them below:—

Caste and creed of the pupils.	Total number of pupils attending educational institutions.	Standard VI or Middle Standard.				Standard IV or Upper Primary Standard.				Standard II or Lower Primary Standard.			
		Number passed.		Number gained scholarships.		Number passed.		Number gained scholarships.		Number passed.		Number gained scholarships.	
		Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Christian Aboriginals	9,342	81	6	3	1	162	18	3	2	329	66	8	3
Non-Christian Aboriginals	33,978	48	...	2	...	145	...	1	...	745	3	32	...

Indigent Classes.

203. The number of pupils of these classes (both Hindu and Muhammadan) increased from 65,564 in the year 1904-1905 to 66,011 in the year under review, a result which is satisfactory so far as it goes. Indigent Muhammadans require particular care. Of the Hindu indigent classes the Domes, Chandals, Bagdis, Muchis and Haris deserve special attention. Of these five castes alone there are 2,485,211 in this Province; the Bagdis numbering 1,012,600, the Chandals 539,864, the Domes 323,956, the Muchis 357,919 and the Haris 250,872. At the usual calculation of 15 *per cent.*, the population of a school-going age of these five castes comes to 372,781. Here too therefore there is a wide field for improvement as funds become available.

Other Backward Races.

204. These races are shown in the returns as the Tharus, Lepchas, Oraons (*i.e.*, those members of the race that are Hindus) and Paharyas. The population of these tribes is 110,282, and the number of these people of a school-going age, at the usual calculation of 15 *per cent.*, is 16,542. Of this number 237, or 1·4 *per cent.* only, are receiving instruction. There is therefore ample scope for improvement in this direction also; and one of the first duties to be assigned to the inspecting staff, when it is strengthened, will be that of making a careful survey of the educational needs of the aboriginal races and tribes, indigent classes and backward races referred to in this and the last two paragraphs.

The Reformatory Schools at Alipore and Hazaribagh.

205. Inasmuch as a separate report has been submitted to Government in regard to these schools, it is unnecessary to give any detailed account of them in this report. The most satisfactory feature of the year's working was the marked improvement in respect of discipline and conduct. There is no doubt that this result is due to the policy laid down by Government that the boys are to be treated as if they were at school and not as if they were in jail. In pursuance of this humane and civilising policy, many important reforms are now in process of development. The chief of these are:—

(1) the project for the removal of the Alipore Reformatory School from its present site near the Alipore Jail to a site in the suburbs, where there will be no jail associations and where there will be plenty of room for play-grounds;

(2) the development of the industrial training given at the schools—and especially at the Alipore School—on more advanced and scientific lines:

(3) an improved and more conciliatory system of watch over discharged boys; and

(4) last, but certainly not least, a proposal to replace, as far as possible, the present illiterate guards by resident teachers qualified to influence the lives of the boys for good.

Miscellaneous Schools.

206. While deaf-mutes receive a certain amount of attention from Government, next to nothing is done for the blind. The Calcutta Deaf and Dumb School provides for 39 inmates, and a large share of the expenditure incurred is met by Government. On the other hand, the blind are much neglected. The Aided Anglican Mission School for the blind at Ranchi provides for some 19 pupils; but Calcutta, which might reasonably be expected to take the lead in such a matter, has only two small aided schools, *viz.*, the London Mission Society's school,—called "St. Anthony's School,"—with about 100 pupils, and the Elliott Road "Industrial Home for Blind Children" with about 13 pupils. There is certainly an opening here for beneficence, and it is to be hoped that the opportunity may not be neglected.

CHAPTER XII.

PRIVATE INSTITUTIONS.

Meaning of the term.

207. As stated in the Fourth Quinquennial Review the term "Private Institutions" includes "all schools which have not accepted Departmental or University standards, and do not submit to any public test." Care must be taken not to confuse these institutions with the schools "under private management," whether aided or unaided, which are recognized by the Department and which form the bulk of the public institutions shown in the statistical returns. These institutions are divided in the statistical returns attached to this report thus:—

(1) Advanced Institutions; teaching (*a*) Arabic, (*b*) Sanskrit, and (*c*) other Oriental languages.
(2) Elementary Institutions; including (*a*) Koran Schools, and (*b*) schools teaching a vernacular only or mainly.
(3) Other schools not conforming to departmental standards.

Under the head of advanced institutions teaching Sanskrit are included only those Sanskrit "tols" which do not conform to departmental standards. Those which do so conform are returned under the head of "School Education—Special—Miscellaneous," and are discussed in the chapter on collegiate education.

Statistics

208. The statistics furnished in regard to these institutions are necessarily unreliable. The Education Department has no control over the institutions in question, and there is no means of checking the figures returned by them. The justification for including such figures in the returns lies in the fact that it is very important to keep some account of these institutions, because they are for the most part schools in the making which may sooner or later be expected to improve their methods of teaching. As shown in the chapter on Muhammadan Education, many of the indigenous Muhammadan schools, called "*maktabs*," will henceforth be brought under the grant-in-aid system. At present, however, owing to the inadequacy of the inspecting staff, it is impossible for the Department to influence the bulk of the private institutions to any great extent. When the inspecting staff is increased, it will be feasible to do much in this direction; and one of the first duties then to be assigned to the local educational officers will be the preparation of an accurate survey of these schools. There are no great variations to report in regard to the number of schools or pupils in respect of the different classes of private institutions. Schools are reported to have increased from 5,141 to 5,215 and pupils from 54,841 to 57,021.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

Hostels and Messes.

Calcutta Mess Scheme for College Students.

209. As stated in the Fourth Quinquennial Review, hostels may be placed high in the list of influences on which reliance can be placed in moulding the character of students, because the existence of a well-arranged boarding-house affects fundamentally the character of the discipline and training afforded by a college or school and gives greater scope than anything else for the operation of other educational influences. I am glad to be able to say that the scheme inaugurated a few years ago for the improvement of the residence of college students in Calcutta is advancing. As stated in last year's report, Government has taken upon itself the responsibilty of finding mess accommodation for all college students in Calcutta, who are not certified by the Principals of their colleges to be living either with their parents or recognised guardians. According to this scheme each college has its own mess or messes; that is to say, students from different colleges are not allowed to congregate together where they please, but are told off to messes which are under the control of the Principals of their

colleges. On the other hand, the Principals of colleges undertake to recover, as far as possible, from the students in the shape of rent the expenditure incurred by Government. A certain amount of loss necessarily accrues to Government in the carrying out of this scheme, owing to various causes, such as the estimated accommodation taken on lease being more than what is actually found to be required, unexpected loss of students, &c. During the year under review the loss incurred by Government amounted to Rs. 6,423.

210. Towards the close of the year under review Government intimated to the University its consent to continue the scheme above referred to for four years, that is to say, until such time as the University should be able to take over from Government the control of a matter which primarily concerns that authority rather than Government. At a conference of Principals of colleges held by me in March last it was held that if the scheme was to be a success, the appointment of Superintendents to control the messes was essential. Arrangements have been made accordingly during the current year, the Superintendents having been appointed by the Principals of the colleges concerned; and Government has been asked to contribute an average sum of Rs. 20 a month in each case towards the pay of these officers. The officers selected as Superintendents are professors of colleges, teachers, graduates, or other qualified persons duly approved by the Principals.

211. The scheme is still in an experimental stage, and it would be rash to pronounce upon it. I hope however that it will develop into an orderly scheme which will be of much benefit to the students. Under the new University regulations residence either in hostels or messes and the appointment of resident superintendents at hostels and messes are compulsory. A Students' Residence Committee also is to be appointed, and Government may reasonably expect to receive valuable advice from this body as to the lines on which future developments should proceed. Whatever it may be possible to do in the immediate future, there can be very little doubt that the creation of collegiate hostels is the goal towards which progress points. I trust that a fair share of the money which Government is allotting to the University for the improvement of colleges may be spent in this way.

Mufassal Mess Scheme for College Students.

212. At the instance of Government a scheme on lines similar to those followed in Calcutta has during the current year been initiated at all the important colleges in the mufassal. For this purpose Mr. Tipping, the officer who inaugurated the Calcutta Mess Scheme, was placed on special duty for three months early in the year. The colleges which have been dealt with are the Patna College, the Burdwan College, the Bankura Wesleyan Mission College, the Berhampore College, the Krishnagar College, the Midnapore College and the Ravenshaw College, Cuttack. The Hooghly College is already provided with hostel accommodation. This scheme is of course in its initial stage; but I am satisfied from inspections made by myself that it is a hopeful project.

Hostels for High Schools.

213. I hope that during the current year the Department will be in a position to take up the question of developing a proper system of residence for school-boys. Hitherto the working out of a scheme of residence for college students—a matter which primarily concerns the University—has devolved upon the Department owing to the inability of the University to deal with the matter. It will be a great relief when that authority is able to undertake the control of this subject and leave the Department to deal with that of residence for school boys. This will be a somewhat easier task, because in the case of such students a larger proportion come from the immediate neighbourhood of the schools and live with their parents. In some places what is chiefly required in regard to schools is the provision of hostels so as to enable boys from the interior of the districts to take advantage of higher education. This they are at present unable to do owing to the absence of the necessary facilities. It is for this purpose that an amendment of the Local Self-Government Act is in contemplation so as to permit District Boards to contribute towards the construction of hostels and the payment of hostel Superintendents. Lastly, I may mention that the new University regulations make it incumbent on the authorities of affiliated High Schools to see that all pupils, who are not resident with either parents or guardians,

live either in a hostel or mess under the control of some person responsible to the Head Master of the School for the discipline and well-being of such pupils. I am instructing Inspectors of Schools to draw the attention of Managers of aided High Schools to the regulations and to inform them that the question of hostel and mess accommodation will be taken into consideration when applications for grants-in-aid are received.

General remarks as regards hostels for colleges and schools.

214. Some of the messes at which students reside in the mufassal, in places where it has not been possible as yet to organise special arrangements, have been visited by me during the course of my tours, and I have no hesitation in saying that immediate reform is called for. It is scarcely conceivable that parents can know of the squalid dens in which their sons reside; and, whether they know or not, a very large measure of responsibility in this matter rests on the authorities conducting schools. The fact cannot be blinked that infinitely more harm may be done to boys in these so-called messes, than good can be done to them in the colleges or schools.

Statistics as regards boarding-houses, hostels and messes for European and Indian Students.

215. The number of hostels increased during the year under review from 346 to 410, and the number of inmates from 12,416 to 14,655. The decline in expenditure from Rs. 9,40,100 to Rs. 8,20,372, which occurred entirely under the head of boarding charges in European schools, is due to causes explained in the chapter on European Education.

Statistics as regards Hostels and Messes for Indian Students.

216. The number of hostels increased from 310 to 377, the number of inmates from 9,478 to 11,424 and the expenditure from Rs. 3,24,457 to Rs. 3,77,403. The bulk of this money, viz., Rs. 3,36,122, came from private sources, and Rs. 41,281 only from Provincial Revenues and District and Municipal Funds. This is satisfactory in view of the orders of the Government of India that hostels should, as far as possible, be self-supporting. It is also satisfactory to note that receipts from private sources increased by Rs. 37,728. The large increase in the number of hostels, inmates of hostels and expenditure on account of hostels is due (1) to the introduction of the Calcutta Mess Scheme for college students as described above, and (2) to the general impetus which has been given in recent years to the hostel movement.

Social Intercourse between Teachers and Students in Common-rooms and on Play-grounds.

217. Perhaps in no department can the good influence of professors and teachers be exercised on students more effectively than in common rooms and on play-grounds. Such influences can however only be brought to bear fully and effectively when social life has been evolved by teachers and students living near each other under the conditions of a residential institution. It is gratifying however to find that even in present circumstances the heads of not a few colleges and schools have been successful in promoting social relations between the students and the staff. This has been notably the case, as regards Government colleges, at the Patna, Madrassa and Sanskrit colleges, and the Bihar School of Engineering.

Physical Exercise and Games.

Physical Directors.

218. Two important proposals have been under consideration during the year, the one for the appointment of a Physical Director for Calcutta and the other for a similar officer for the Mufassal. The intention is that the officers to be appointed should be men of superior qualifications who have studied physical exercise from a scientific point of view. Such appointments are not uncommon in America, and the proposal as regards the appointment of such an officer for Calcutta came from an American source. I think that these appointments are very necessary, and, as soon as funds allow, I shall make a representation on the subject to Government. We are groping very much in the dark in the matter of calisthenics. The *Desi Kasrat*, or Indian system of gymnastics adopted from the Central Provinces, is in force in this Province. It is quite impossible, however, without expert advice, to say how far this system is a sound one. Many applications come up from Inspectors of Schools asking for large expenditure as regards the training of gymnastic teachers. I am declining to entertain these applications till we have some authority to whom we can look for advice as to how our money can best be spent.

219. There is nothing of special interest to be said this year as regards games and drill at colleges and schools. Physical exercise of some kind is compulsory, but in some cases I have found Head Masters of schools negligent of their duties in this respect. In Orissa the Inspector reports that the organisation of games is said to be hampered by the want of suitable playgrounds. A special report will be called for from him on this subject. Games and drill.

Moral Training.

220. I have already dealt with the training of teachers in Chapter VI. As stated in the Fourth Quinquennial Review, the maintenance of a high standard of discipline depends chiefly on this training and on the character of the persons who enter the teaching profession. The formation of character is of course one of the main aims of education, and this is being very strongly emphasised in the revised syllabus of studies which is now under issue in respect of lower primary schools. Similar stress will be laid on the subject when the revision of the syllabus for the higher standards is undertaken. The revised syllabus above referred to begins with an Introduction which illustrates what I have said above, and I cannot do better than cite the two concluding paragraphs, which run thus:—

"Above all school life must prevent children from forming bad habits, and this it can only do by training them in good habits and, if possible, in good conduct, by which is meant something wider than the mere cheerful observance of school regulations. In the matter of this moral training the most important factor will be the habitual conduct of the teacher in the school. If he is thorough, patient, kind but firm, and scrupulously fair, these traits will evoke similar traits in his pupils, and will give point and force to any moral instruction he may attempt. A teacher who is obviously slipshod and lazy, discoursing to children about the value of industry and thoroughness, is an absurdity which cannot but prove morally disintegrating to a child. Stories in readers designed to inculcate morals tend, if silly, as they frequently are, to make moral instruction ridiculous. Even if they are good, they are of little value unless they are backed by personal example.

"The every-day incidents of school life will enable the teachers to impress upon the children the importance of punctuality, of good manners, of cleanliness and neatness, of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act. Children will notice such details in the conduct of a teacher as punctuality, order, neatness and gentleness, and they will imitate what they see and hear. They are quick to observe; and if the teacher's conduct is in these respects defective, his example must almost certainly have a disastrous effect on the habits of the pupils. Thus, the punctual and methodical performances of duties, even in matters of trivial routine, will impress upon the children better than any lesson the importance of orderliness; and the good habits of the teacher will be even more powerful than his express requirements in shaping his pupils for the proper conduct of life."

In the course of this chapter the influence of the teachers employed, the influence resulting from the nature of the teaching imparted, and the influence of hostel life have all been mentioned. As, however, the Government of India pointed out in a letter issued during the year under review in reply to a memorial from certain residents of this Province, the greatest of all influences is that of home life, that is to say, of parents, relations and guardians. As that Government observed, that is an agency entirely independent of Government, and the State can neither call it into existence nor direct its operation; and it rests with the Indian people themselves to see that a proper moral atmosphere prevails in the Indian home.

Discipline at Colleges and Schools during the year under review.

221. Two grave breaches of discipline occurred at the Presidency College soon after effect was given to the Partition. Discipline at the Sibpur Civil Engineering College also suffered at the same time. It is reported that when the students joined the College in November 1905 they were suffering from the effects of political agitation, that a spirit of turbulence manifested itself, and that two of the ringleaders had to be expelled before order could be restored. The grant-in-aid of the Garbhawanipur High English School in the district of Howrah has been withdrawn on account of a bad case of boycotting by the students of that school. At the Hooghly College two students were punished for unruly behaviour in a public thoroughfare. At the Krishnagar College discipline has not been satisfactory. The district of Khulna also came unfavourably to notice on account of Breaches of discipline.

disturbances caused by students; and the Khulna Zillah School and the Daulatpur High School were deprived of the privilege of competing for Government scholarships for a year.

Control of school masters.

222. The question of the control of masters of schools over the conduct of boys beyond the school premises has recently formed the subject of discussion in Bombay, and an important Press Note has recently been issued by the Government of that Presidency, an extract from which, as reported in the newspapers, I quote below. It is a ruling of much importance.

"It is quite a mistake to suppose that the Head Master's authority over day boys does not extend beyond the school premises. In certain cases it is obvious that he is bound to take notice of misconduct, and in other matters though the necessity for his interference may not be so obvious, it is still unquestionable that an order given to a pupil must be obeyed. If any parent or guardian is dissatisfied with any order of the kind, it is always open to him to apply to higher authority, in which case he may be quite sure of a careful enquiry into the circumstances. But he should never counsel disobedience, which can only injure the boy whose welfare he desires to promote. Such disobedience would not be tolerated in any well regulated school in England, and cannot, in justice to the pupils, be permitted in this country. The importance of discipline, whether in the family or in the school, is a matter which can hardly be disputed, and the small minority who take a different view cannot reasonably expect others to agree with them. When disobedience occurs, it must be punished by the ordinary school methods."

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

Revision of the scheme of vernacular education.

223. THE most important conferences held during the year under review were those in connection with the revision of the vernacular scheme of education which was brought into force in the year 1901, in so far as it affects lower primary, and especially rural lower primary, schools. This subject had been considered in the year 1904 by a conference specially convened by the Lieutenant-Governor. The results of that conference formed the subject of the Resolution of Government No. 658, dated the 7th February 1905, in which the public was invited to submit criticisms in regard to the scheme proposed. The replies received were then considered by a further conference, appointed by His Honour, which submitted a report to Government on the 3rd August 1905. The working out of the details of the scheme, as provisionally approved by the conference just referred to, was then referred to a special committee, which brought its labours to a conclusion at the close of the year under review. The views of the special committee were submitted by me to Government with my letter No. 86T., dated the 14th May 1906, and the orders of Government generally sanctioning the proposals made by the committee were received in Government letter No. 1800, dated the 5th July 1906. Active steps are now being taken to carry out the necessary reforms. A full account of the changes to be initiated has already been given in the chapter on Primary Education.

Conference at Darjeeling.

224. An important conference was held at Darjeeling shortly after the close of the year in connection with a proposal to extend primary education amongst the hill population. The results of this conference have been mentioned in the chapter on Primary Education.

Mufassal educational conferences.

225. Numerous useful conferences were held during the year by educational officers on various matters demanding concerted action. It is unnecessary to refer to the subjects discussed at these conferences; but I am glad to notice that officers of all grades are fully alive to the advantages of meeting together to deliberate over educational questions in which special difficulties are encountered.

Delegation of powers to Inspectors of Schools.

226. I hope during the course of the current year to be able to hold a conference of Inspectors of Schools with the object of deciding in what directions a delegation of the powers of the Director is at present feasible. The stress of work has been so great ever since I joined the office of Director in January 1906 that I have not as yet been able to convene a meeting. Probably it will not at present be possible to effect any

large delegation of powers, because of the well-known inadequacy of the Inspectorate. A beginning should however be made as soon as practicable; and, when the Inspectorate is strengthened, a further devolution of powers will be considered.

CHAPTER XV.

TEXT-BOOK COMMITTEES AND THE CALCUTTA SCHOOL BOOK SOCIETY.

The Central Text-Book Committee.

227. THE working of the Central Text-Book Committee has recently been adversely criticised, the main objections raised being

(1) that the preliminary examination of text-books which is required under standing orders before their submission to the Text-Book Committee should not, as heretofore, be conducted in a confidential manner, but that the names of the persons consulted should be made public,

(2) that members of the Text-Book Committee should be remunerated for their work, and

(3) that the exclusion from the Text-Book Committee of persons who are authors or who have any interest in the production of text-books has the effect of depriving the Committee of the services of the very persons whose services would be of real use.

These questions are now under my consideration in connection with a proposal which has been made by certain publishing firms in Calcutta that Government support should be withdrawn from the School Book Society on the ground that the operations of the Society interfere with private trade. The functions of the School Book Society and the Text-Book Committee are interconnected, and it will be convenient to deal with all the questions raised together.

228. Meantime, I wish merely to say on the present occasion that I think that the functions of the Text-Book Committee have been somewhat misunderstood. These functions are strictly limited to *advising* Government as to which of certain books presented to them for examination are fit to be used in schools. That advice in practice merely amounts, as far as I can gather, to recommendations being made in favour of all books with any pretence to merit or suitability. The Committee has no power, even if it considers that the books submitted to it for examination are not as good as they should be, to take steps to secure the production of suitable books. In short, the production of text-books has been left to unguided private speculation. As shown however in the chapters on Secondary and Primary Education, this system has signally failed in respect of the production of suitable text-books for certain classes of schools, and Government has decided to bring out certain books itself, by the exercise of a power which is specially reserved to it under the rules. This does not of course mean that Government intends to monopolise the production of text-books. It will merely give the lead by showing the kind of books which are required; and, if private enterprise can produce equally good or better books, these will be accepted.

The Calcutta School Book Society.

229. The sales of the Calcutta School Book Society amounted during the year under review to Rs. 1,33,777, as against Rs. 1,66,338 in the year 1904-1905.

A. EARLE,

Director of Public Instruction, Bengal.

B. S. Tour Press—718 Q—730—23-11-1906—W. H. S.

GENERAL STATISTICS.

Education—General Table I.

Abstract Statement of Colleges, Schools, and Scholars in the Lower Provinces of Bengal for the Official year 1905-1906.

(For details, see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
				Collegiate education.		School education, general.		School education, special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.		Advanced.	Elementary.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
124,432, including 14,387 square miles of Orissa Tributary States and 3,764 square miles of Sambalpore, and excluding the Rajshahi Division minus the district of Darjeeling, the district of Malda and the Dacca and Chittagong Divisions.	Towns, including municipalities 143	Males ... 26,124,820	Institutions. For males* ...	32	15	1,471	33,672	118	525	35,833	1,669	3,501	5,170	41,003	Institutions to number of towns and villages. 27·30
	Villages ... 150,002	Females ... 26,545,049	For females ...	2	...	63	2,861	20	2	2,948	...	45	45	2,993	2·00
	Total 150,148	Total ... 52,669,869	Total ...	34	15	1,534	36,533	138	527	38,781	1,669	3,546	5,215	43,996	29·30
		Number of population of school-going age—	Scholars. Males ...	5,656	2,142	151,055	888,568	1,784	12,313	1,061,518	17,191	37,261	54,452	1,115,970	Male scholars to male population of school-going age. 28·47
		Males 3,918,723	Females	19	17	5,593	107,021	888	201	113,739	160	2,409	2,569	116,308	Female scholars to female population of school-going age. 2·92
		Females ... 3,981,757	Total ...	5,675	2,159	156,648	995,589	2,672	12,514	1,175,257	17,351	39,670	57,021	1,232,278	15·59
		Total ... 7,900,480													

EDUCATION—

Abstract Return of Expenditure on Public Instruction in the Lower

(For details, *see*

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate education.		School education, general.		School education, special.		
	Arts colleges.	Professional colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total.
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1.—Institutions ... For males ...	7,51,718	4,69,128	26,81,856	24,51,013	1,34,180	4,85,478	69,73,373
„ females ...	13,977	...	4,05,293	3,27,494	70,858	2,691	8,20,313
Total ...	7,65,695	4,69,128	30,87,149	27,78,507	2,05,038	4,88,169	77,93,686
2.—(*a*) Percentage of provincial expenditure, included in columns 2—17, to total provincial expenditure on public instruction	8·1	10·8	14·9	7·5	4·4	8·4	54·1
(*b*) Percentage of district fund expenditure, included in columns 2—17, to total district fund expenditure on public instruction	·1	...	13·1	58·8	·1	·8	72·9
(*c*) Percentage of municipal fund expenditure, included in columns 2—17, to total municipal fund expenditure on public instruction ...	1·1	...	16·9	64·9	·1	3·6	86·6
(*d*) Percentage of total expenditure, included in columns 2—17, to total expenditure on public instruction ...	6·9	4·3	28·0	25·2	1·8	4·5	70·7
3.—AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions. Cost to Provincial revenues	173 10 8	376 4 8	20 7 0	5 0 2	78 11 9	123 13 10	57 11 11
Cost to district and municipal funds...	...	...	0 0 5	0 1 0	0 10 2	...	0 1 2
Total cost from all sources ...	280 1 11	447 4 11	42 7 5	5 8 1	82 6 6	142 9 8	81 7 6
Municipal and District Board institutions. Cost to Provincial revenues	10 2 10	...	0 3 3	0 0 2	...	...	...
Cost to district and municipal funds ...	24 8 8	...	5 0 1	3 2 3	...	41 12 0	4 7 3
Total cost from all sources ...	163 4 0	65 11 0	11 5 3	3 7 1	...	54 11 0	8 11 1
Aided institutions. Cost to Provincial revenues	22 15 2	...	3 5 5	0 4 8	29 6 2	5 7 10	0 10 10
Cost to district and municipal funds...	...	...	1 6 8	0 14 9	0 3 0	1 8 0	0 15 7
Total cost from all sources ...	131 7 5	...	19 11 2	3 1 6	76 2 3	20 12 10	5 0 7
Unaided institutions—Total cost from all sources.	64 5 1	25 14 10	17 12 10	2 1 3	42 4 0	16 10 3	7 14 6
Total cost to Provincial revenues ...	43 14 0	167 14 10	3 4 10	0 4 4	57 1 7	23 10 11	1 10 7
„ municipal and district funds.	0 5 10	...	1 2 0	0 13 1	0 7 1	1 0 11	0 13 8
Total cost from all sources ...	135 14 1	214 8 1	20 2 6	2 15 9	79 1 8	40 7 9	7 0 8

General Table II.

Provinces of Bengal for the Official year 1905-1906.

General Table IV.)

Total indirect expenditure on Public Instruction.								Total expenditure on public instruction.	Remarks.
University.	Direction.	Inspection.	Scholarship.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1,60,944	92,366	5,17,294	2,10,960*	11,52,803	1,09,155	9,88,141	32,31,663	1,10,25,349	
1,60,944	92,366	5,17,294	2,10,960*	11,52,803	1,09,155	9,88,141	32,31,663	1,10,25,349	
...	2·7	8·6	4·2	25·7	1·4	3·3	45·9	100·0	
...	...	18·2	3·1	·5	·7	4·6	27·1	100·0	
...	...	3·6	·8	1·8	1·2	6·0	13·4	100·0	
1·5	·8	4·7	2·0	10·4	1·0	8·9	29·3	100·0	

* Excluding Rs. 9,941, Assam Government scholarships, and Rs. 388, Central Provinces Government scholarships.

EDUCATION—GEN

Return of Colleges, Schools and Scholars in the Lower

CLASS OF INSTITUTION.	PUBLIC INSTITUTIONS													
	UNDER PUBLIC MANAGEMENT.												UNDER	
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Govern or Municipal	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ARTS COLLEGES.														
COLLEGIATE EDUCATION. English	8	1,334	1,397	1,216	2	79	84	64	...	...	...	...	6	1,381
COLLEGES FOR PROFESSIONAL TRAINING.														
Law	4	63	61	39	1	27	29	22	...	...	...	...	...	...
Medicine	1	443	549	539	...	...	...	...	...	...	...	...	...	...
Engineering	1	321	342	281	...	...	...	...	...	...	...	...	...	...
Agriculture	1	23	24	18	...	...	...	...	...	...	...	...	...	...
Total of Colleges	15	2,184	2,373	2,093	3	106	113	86	...	...	...	...	6	1,381
SECONDARY SCHOOLS.														
SCHOOL EDUCATION—GENERAL. *For Boys—*														
High schools ... English	38	9,396	9,133	7,273	3	1,279	1,209	972	2	349	314	247	188	31,472
Middle ... English	4	464	461	392	29	2,220	2,130	1,678	18	1,332	1,238	919	478	32,793
Middle ... Vernacular	17	1,194	1,077	813	104	6,528	6,134	4,852	3	176	156	102	263	15,333
Total for Boys' Schools	59	11,054	10,671	8,478	136	10,027	9,473	7,502	23	1,857	1,708	1,268	929	79,598
For Girls—														
High schools ... English	1	181	161	134	...	...	...	...	...	...	...	...	12	1,385
Middle ... English	1	117	84	79	...	...	...	...	...	...	...	...	37	3,696
Middle ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	9	579
Total for Girls' Schools	2	298	245	213	...	...	...	...	...	...	...	...	58	5,660
GRAND TOTAL OF SECONDARY SCHOOLS FOR BOYS AND GIRLS	61	11,352	10,916	8,691	136	10,027	9,473	7,502	23	1,857	1,708	1,268	987	85,258
PRIMARY SCHOOLS.														
For boys ... Upper Primary	99	3,928	3,887	2,754	97	8,476	8,229	6,453	7	301	307	195	2,609	118,671
For boys ... Lower	3	114	119	89	5	412	373	296	342	6,063	5,367	4,220	24,158	668,332
Total Primary Schools for Boys	102	4,042	4,006	2,843	102	8,888	8,602	6,749	349	6,364	5,674	4,415	26,767	787,003
For girls ... Upper Primary	6	435	416	336	...	...	...	...	...	...	...	...	196	9,878
For girls ... Lower	1	18	16	14	...	...	...	...	12	219	207	155	2,230	47,926
Total Primary Schools for Girls	7	453	432	350	...	...	...	...	12	219	207	155	2,426	57,804
GRAND TOTAL OF PRIMARY SCHOOLS FOR BOYS AND GIRLS	109	4,495	4,438	3,193	102	8,888	8,602	6,749	361	6,583	5,881	4,570	29,193	844,807
SCHOOLS FOR SPECIAL INSTRUCTION.														
SCHOOL EDUCATION—SPECIAL. Training Schools—														
(a) For masters	111	1,560	1,464	1,156	...	...	...	...	...	...	...	...	6	227
(b) For mistresses	1	20	20	20	...	...	...	...	...	...	...	...	18	812
Schools of Art	1	248	201	191	...	...	...	...	...	...	...	...	...	...
Law schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical schools	3	465	518	461	...	...	...	...	...	...	...	...	...	...
Engineering or Surveying schools	2	216	225	207	...	...	...	...	...	...	...	...	1	27
Industrial schools	1	81	69	59	6	116	121	87	...	...	...	...	25	696
Commercial schools	1(b)	65	82	71	...	...	...	...	...	...	...	...	3	95
Agricultural schools	...	...	...	...	...	...	...	...	...	...	...	...	1	3
Other schools: Madrasahs	3	560	568	396	...	...	...	...	...	...	...	...	3	160
Other schools: Reformatory schools	2	345	346	332	...	...	...	...	...	...	...	...	...	...
Other schools: Miscellaneous schools	1	68	68	41	...	...	...	...	8	120	106	64	229	4,455
Total	126	3,628	3,561	2,934	6	116	121	87	8	120	106	64	286	6,478
TOTAL SCHOOLS OF PUBLIC INSTRUCTION	311	21,659	21,288	16,911	247	19,137	18,309	14,424	392	8,560	7,695	5,902	30,472	937,924

PRIVATE INSTITUTIONS ...

1. ADVANCED, teaching—
   (a) Arabic or Persian ...
   (b) Sanskrit ...
   (c) Any other Oriental Classic ...
2. ELEMENTARY, teaching a Vernacular only or mainly ...
3. ELEMENTARY, teaching the Koran ...
4. OTHER SCHOOLS not conforming to Departmental Standards ...

(a) Excluding Dowton College which
(b) Attached to the Presidency College, and doing work equivalent

ERAL TABLE III.

Provinces of Bengal for the official year 1905-1906.

PRIVATE MANAGEMENT.						Grand total of institutions.	Grand total of scholars on the 31st March.	NUMBER OF SCHOLARS ON 31ST MARCH LEARNING—									Number of girls in Boys' Schools.	Number of boys in Girls' Schools.
ment or by District Boards.		Unaided.						English.			A classical language.			A vernacular language.				
Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
16	17	18	19	20	21	22	23	24a	24b	24	25a	25b	25	26a	26b	26	27	28
1,392	1,157	(a)18	2,881	2,762	2,196	34	5,675	5,656	19	5,675	4,026	2	4,028	...	7	7	...	...
...	...	7	1,282	1,182	748	12	1,372	1,372	...	1,372	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	443	426	17	443	...	...	...	...	...	...	17	...
...	...	...	...	...	...	1	321	321	...	321	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	23	23	...	23	...	...	...	...	...	...	...	...
1,392	1,157	25	4,163	3,944	2,944	49	7,834	7,798	36	7,834	4,026	2	4,028	...	7	7	17	...
30,924	25,520	165	38,112	37,257	28,045	396	80,608	74,536	1	74,537	38,312	...	38,312	48,519	7	48,526	7	...
32,652	25,810	119	7,437	7,169	5,518	643	44,246	22,514	41	22,555	570	8	578	42,717	169	42,886	205	...
15,121	12,119	40	2,466	2,389	1,913	427	25,697	4,834	...	4,834	...	...	...	25,513	184	25,697	184	...
78,697	61,349	324	48,015	46,815	35,476	1,471	150,551	101,884	42	101,926	38,882	8	38,890	116,749	360	117,109	394	...
1,397	1,200	...	...	...	...	13	1,566	197	1,298	1,495	26	512	538	29	517	546	...	200
3,487	2,887	...	...	...	...	38	3,813	507	2,341	2,848	138	758	896	168	1,291	1,459	...	622
528	426	3	139	120	112	12	718	...	54	54	...	...	...	76	642	718	...	76
5,412	4,513	3	139	120	112	63	6,097	704	3,693	4,397	164	1,270	1,434	273	2,450	2,723	...	898
84,109	65,862	327	48,154	46,935	35,588	1,534	156,648	102,588	3,735	106,323	39,046	1,278	40,324	117,022	2,810	119,832	394	898
113,504	88,932	60	2,641	2,446	1,990	2,872	134,017	341	141	482	195	16	211	129,017	4,651	133,668	4,782	...
625,902	511,456	6,292	120,699	108,017	91,487	30,800	795,620	88	8	96	2,309	158	2,467	757,065	38,445	795,510	38,453	...
739,406	600,388	6,352	123,340	110,463	93,477	33,672	929,637	429	149	578	2,504	174	2,678	886,082	43,096	929,178	43,235	...
9,494	6,841	5	214	193	162	207	10,527	277	595	872	2	1	3	279	9,423	9,702	...	551
45,510	34,666	411	7,262	6,607	5,486	2,654	55,425	44	86	130	3	273	276	1,571	53,710	55,281	...	1,615
55,004	41,507	416	7,476	6,800	5,648	2,861	65,952	321	681	1,002	5	274	279	1,850	63,133	64,983	...	2,166
794,410	641,895	6,768	130,816	117,263	99,125	36,532	995,589	750	830	1,580	2,509	448	2,957	887,932	106,229	994,161	43,235	2,166
233	207	1	21	18	18	118	1,808	63	...	63	294	...	294	1,756	52	1,808	52	...
827	627	1	32	30	28	20	864	21	427	448	...	...	...	28	800	828	...	28
...	...	3	211	195	166	4	459	...	9	3	...	...	...	456	...	456	3	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	3	566	593	381	6	1,031	495	2	497	...	...	...	516	18	534	20	...
28	21	...	...	...	...	3	243	192	...	192	...	...	...	51	...	51	...	...
628	420	9	105	110	84	41	998	154	...	154	...	...	...	815	29	844	29	...
112	75	2	109	105	91	6	269	253	16	269	...	...	...	...	...	...	...	...
3	2	...	...	...	...	1	3	...	...	...	...	...	...	3	...	3	...	...
177	137	7	528	478	423	13	1,248	283	...	283	1,212	...	1,212	149	...	140	...	...
...	...	...	...	...	...	2	345	6	...	6	...	...	...	345	...	345	...	...
4,203	3,405	213	3,272	3,122	2,569	451	7,918	174	25	199	6,837	43	6,880	967	133	1,100	64	...
6,211	4,894	239	4,844	4,651	3,760	665	15,186	1,641	479	2,114	8,343	43	8,386	5,086	1,032	6,118	168	28
886,122	713,808	7,359	187,977	172,793	141,417	38,781	1,175,257	112,777	5,080	117,851	53,924	1,771	55,695	1,010,040	110,078	1,120,118	43,814	3,092
... ...						934	10,744	12	...	12	10,368	160	10,528	216	...	216	160	...
... ...						735	6,607	...	...	...	6,602	...	6,602	5	...	5	...	4
... ...						...	...	...	...	...	...	...	...	...	...	...	...	...
For boys						2,737	26,774	37	...	37	92	...	92	26,289	440	26,729	440	...
,, girls						5	45	...	...	...	...	...	...	3	42	45	...	3
For boys						450	6,040	...	...	...	5,585	398	5,983	205	29	234	406	...
,, girls						16	287	...	...	...	36	210	246	11	41	52	...	42
For boys						314	5,382	1,485	3	1,488	429	...	429	4,824	134	4,958	134	...
,, girls						24	1,142	...	18	18	...	285	285	...	1,142	1,142	...	...
Total						5,215	57,021	1,534	21	1,555	23,112	1,053	24,165	31,553	1,828	33,381	1,140	45
GRAND TOTAL FOR 1905-1906 ...						43,996	1,232,278	114,311	5,101	119,406	77,036	2,824	79,860	1,041,593	111,906	1,153,499	44,954	3,137

has not furnished any return.
to a standard equal to intermediate or First Arts examination.

EDUCATION—GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1906, in the Lower Provinces of Bengal, classified according to sex, race or creed, for 1905-1906.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
COLLEGIATE EDUCATION.										
Arts Colleges.										
English	Male	28	77	1,885	3,292	361	6	3	4	5,656
	Female	3	3	1	12	...	...	...	...	19
Colleges for Professional Training.										
Law	Male	4	7	465	823	70	2	...	1	1,372
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	65	8	89	248	15	1	...	...	426
	Female	12	4	...	...	...	...	...	1	17
Engineering	Male	47	3	106	155	9	...	1	...	321
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	1	...	3	19	...	...	...	...	23
	Female	...	...	...	...	...	...	...	...	...
	Total	160	102	2,549	4,549	455	9	4	6	7,834
SCHOOL EDUCATION—GENERAL.										
Secondary Schools.										
For Boys—										
High Schools	Male	1,609	1,431	23,200	46,989	7,072	96	64	140	80,601
	Female	...	...	5	2	...	...	...	...	7
Middle Schools—										
English	Male	1,169	992	10,442	26,944	4,192	4	20	370	44,043
	Female	32	20	61	87	3	...	...	...	203
Vernacular	Male	1	389	6,022	16,173	2,446	...	...	491	255,13
	Female	...	...	59	123	2	...	...	...	184
For Girls—										
High Schools	Male	150	18	11	7	...	...	4	10	200
	Female	732	208	132	162	3	1	13	15	1,366
Middle Schools—										
English	Male	365	65	33	78	3	2	3	73	622
	Female	1,737	653	150	501	11	1	26	112	3,191
Vernacular	Male	...	25	3	46	...	...	...	2	76
	Female	...	326	59	253	4	...	...	...	642
	Total	5,795	4,028	40,177	91,465	13,736	104	130	1,213	156,648
Primary Schools.										
For Boys	Male	329	7,642	94,937	623,070	128,416	206	1	31,711	886,402
	Female	149	1,130	7,390	30,535	3,286	16	...	728	43,235
For Girls	Male	290	279	257	1,173	129	...	13	25	2,166
	Female	600	3,372	12,948	41,571	4,740	2	18	535	63,786
	Total	1,368	12,423	115,532	696,350	136,571	314	32	32,999	995,589
SCHOOL EDUCATION—SPECIAL.										
Training Schools	Male	...	188	458	926	139	...	...	71	1,784
	Female	26	797	6	55	...	...	...	4	888
Schools of Art	Male	2	3	163	277	9	2	...	...	456
	Female	3	...	...	...	...	...	...	...	3
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	4	9	310	566	119	1	2	...	1,011
	Female	2	15	...	3	...	...	...	...	20
Engineering and Surveying Schools.	Male	...	...	64	155	24	...	...	...	243
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	195	57	474	209	...	...	34	969
	Female	...	15	...	...	13	...	...	1	29
Commercial Schools	Male	24	3	87	120	19	...	...	...	253
	Female	16	...	...	...	...	...	...	...	16
Agricultural Schools	Male	...	...	...	3	...	...	...	...	3
	Female	...	...	...	...	...	...	...	...	...
Other Schools — Madrasahs	Male	...	...	...	...	1,248	...	...	...	1,248
	Female	...	...	...	...	...	...	...	...	...
Other Schools — Reformatory Schools.	Male	6	5	9	200	119	...	...	6	345
	Female	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools.	Male	1	92	6,494	868	328	1	1	...	7,785
	Female	...	31	4	35	63	...	...	...	(a)133
	Total	84	1,353	7,652	3,684	2,290	4	3	113	15,186
Total of Scholars in Public Institutions		7,497	17,906	165,910	796,048	153,052	431	169	34,334	1,175,257
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(a) Arabic or Persian	Male	...	...	29	2,213	8,342	...	...	...	10,584
	Female	...	...	...	1	159	...	...	...	160
(b) Sanskrit	Male	...	...	6,492	115	...	...	...	...	6,607
	Female	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or mainly—										
For Boys	Male	...	95	2,706	20,818	2,550	...	...	165	26,334
	Female	...	14	64	348	22	...	...	1	449
For Girls	Male	...	...	...	3	...	...	...		3
	Female	...	...	7	35	...	...	...		42

(a) Including 31 girls in two miscellaneous schools for girls in Calcutta.

GENERAL TABLE IIIA.—*concluded.*

Number of Scholars on the 31st March 1906, classified according to sex, race or creed, etc.—concluded.

	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
			Brahmans.	Non-Brahmans.					
PRIVATE INSTITUTIONS—*concld.*									
3. Elementary Teaching—The Koran only—									
For Boys ... ... { Male	...	...	...	4	5,630	...	...	...	5,634
{ Female	...	...	...	1	405	...	...	...	406
For Girls ... ... { Male	...	...	...	...	42	...	...	...	42
{ Female	...	...	...	...	245	...	...	...	245
4. Other schools not conforming to Departmental Standards—									
For Boys ... ... { Male	1	254	697	2,849	1,418	5	...	24	5,248
{ Female	...	91	1	34	6	2	...	...	134
For Girls ... ... { Male	...	...	...	...	...	...	...	...	...
{ Female	...	8	334	766	34	...	...	...	1,142
Total Scholars in Private Institutions ...	1	462	10,320	27,187	18,873	7	...	191	57,021
GRAND TOTAL ...	7,408	18,368	176,230	823,235	171,905	438	169	34,525	12,32,278

Return of Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC																		
	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																			
Arts Colleges.																			
English	2,42,614	...	...	1,46,111	...	2,609	3,91,334	855	900	1,161	4,888	175	5,734	13,713	...	...	...	...	...
Colleges for Professional Training.																			
Law	...	...	...	4,751	...	...	4,751	...	...	...	1,905	...	...	1,905	...	...	...	...	...
Medicine	2,29,954	...	...	34,854	...	...	2,64,808	...	...	...	...	...	...	...	...	...	...	...	...
Engineering	1,29,249	...	...	22,405	...	6,262	1,57,916	...	...	...	...	...	...	...	...	...	...	...	...
Agriculture	8,057	...	...	1,040	...	...	9,097	...	...	...	...	...	...	...	...	...	...	...	...
Total for professional Colleges ...	3,67,260	...	...	63,050	...	6,262	4,36,572	...	...	...	1,905	...	...	1,905	...	...	...	...	...
Total for Colleges ...	6,09,874	...	...	2,09,161	...	8,871	8,27,906	855	900	1,161	6,793	175	5,734	15,618	...	...	...	...	...
Secondary Schools.																			
For Boys—																			
High Schools ... English	1,51,963	...	...	2,13,738	4,120	3,829	3,73,655	1,800	250	...	25,220	...	...	27,270	7,172	...	...	800	...
Middle „ ... { „	28,696	...	...	9,047	...	...	37,743	100	9,903	782	10,574	3,527	21	24,207	14,292	...	...	87	...
Middle „ ... { Vernacular	7,498	...	323	1,946	368	33	10,168	64	36,253	930	15,351	3,244	21	55,863	1,047	...	...	30	...
Total for Secondary Schools for Boys ...	1,88,162	...	323	2,24,731	4,488	3,862	4,21,566	1,964	45,706	1,712	51,145	6,771	42	1,07,340	22,511	...	...	917	...
For Girls—																			
High Schools ... English	16,751	...	...	3,890	...	...	20,641	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... { „	18,195	...	...	3,170	...	...	21,365	...	...	...	...	...	...	...	...	...	...	...	...
Middle „ ... { Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	34,946	...	...	7,060	...	...	42,006	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools for Boys and Girls	2,23,108	...	323	2,31,791	4,488	3,862	4,63,572	1,964	45,706	1,712	51,145	6,771	42	1,07,340	22,511	...	...	917	...
Primary Schools.																			
For Boys—																			
Upper Primary	19,656	224	48	1,809	5	15	21,757	126	25,363	679	2,361	...	...	28,529	617	...	...	189	77
Lower „	499	12	...	76	...	...	586	..	402	606	121	...	...	1,129	5,064	...	...	12,898	89
Total for Primary Schools for Boys ...	20,155	236	48	1,884	5	15	22,343	126	25,765	1,285	2,482	...	...	29,658	5,681	...	...	13,087	166
For Girls—																			
Upper Primary	2,087	...	...	...	...	...	2,087	...	...	...	...	...	...	...	...	...	...	...	...
Lower „	12	...	...	...	...	...	12	...	...	...	...	...	...	...	480	...	...	90	49
Total for Primary Schools for Girls ..	2,099	...	...	...	...	...	2,099	...	...	...	...	...	...	...	480	...	...	90	49
Total Primary Schools for Boys and Girls ...	22,254	236	48	1,884	5	15	24,442	126	25,765	1,285	2,482	...	...	29,658	6,161	...	...	13,177	215
SCHOOLS FOR SPECIAL INSTRUCTIONS.																			
Training Schools for—																			
(a) Masters	1,14,959	949	...	4,403	7	93	1,20,411	...	...	...	...	...	...	...	...	...	...	...	...
(b) Mistresses	1,886	...	...	...	...	...	1,886	...	...	...	...	...	...	...	...	...	...	...	...
Schools of Art	59,508	...	...	5,947	...	...	65,455	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	75,494	...	...	13,959	...	508	89,961	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	33,365	...	...	4,716	...	1,556	39,637	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	4,524	...	...	482	...	830	5,836	...	4,812	240	1,007	...	482	6,541	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools—																			
Reformatory Schools	52,680	...	...	...	...	4,987	57,667	...	...	...	...	...	...	...	...	...	...	...	...
Madrasahs	31,702	...	...	2,727	...	2,752	37,181	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous Schools	...	...	...	...	...	457	457	...	...	...	...	...	...	...	1,659	...	...	...	...
Total ...	3,74,118	949	...	32,234	7	11,183	4,18,491	...	4,812	240	1,007	...	482	6,541	1,659	...	...	...	...
Total of Direct Expenditure ...	12,29,354	1,185	371	4,75,070	4,500	23,931	17,34,411	2,945	77,183	4,398	61,427	6,946	6,258	1,59,157	30,331	...	...	14,094	215

ERAL TABLE IV.

of Bengal for the official year 1905-1906.

INSTITUTIONS.													TOTAL EXPENDITURE FROM—							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		GRAND TOTAL.
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' Revenues.	Imperial contributions.	
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39a	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	31,950	...	...	59,155	43,437	48,457	1,82,999	1,01,232	4,598	71,819	1,77,649	2,75,419	900	1,161	3,11,386	1,76,829	...	...	7,65,695
...	...	...	...	...	...	...	...	...	29,325	...	1,326	30,651	...	...	...	35,981	1,326	...	...	37,307
...	...	...	...	...	...	...	...	...	...	...	...	...	2,29,954	...	...	34,854	...	...	...	2,64,808
...	...	...	...	...	...	...	...	...	...	...	...	...	1,29,249	...	...	22,405	6,262	...	...	1,57,916
...	...	...	...	...	...	...	...	...	...	...	...	...	8,057	...	...	1,040	...	...	...	9,097
...	...	...	...	...	...	...	...	...	29,325	...	1,326	30,651	3,67,260	...	...	94,280	7,588	...	...	4,69,128
...	...	31,950	...	...	59,155	43,437	48,457	1,82,999	1,30,557	4,598	73,145	2,08,300	6,42,679	900	1,161	4,05,666	1,84,417	...	...	12,34,823
...	7,972	1,16,177	2,619	6,237	4,56,903	79,860	40,678	7,02,474	5,74,303	52,332	1,21,691	7,48,326	2,69,945	2,869	6,237	12,70,964	3,02,510	7,172	...	18,59,697
...	14,379	45,241	82,224	5,462	1,88,231	1,06,818	27,055	4,55,031	29,320	32,200	9,584	71,104	74,037	91,427	6,244	2,37,259	1,79,205	14,292	...	6,02,464
5	1,082	14,296	23,727	2,019	62,315	31,658	3,711	1,37,726	4,716	6,656	3,484	14,856	21,858	59,980	3,272	84,358	49,180	1,047	...	2,19,695
5	23,433	1,75,714	1,08,570	13,718	7,07,449	2,18,336	71,444	12,95,231	6,08,339	91,188	1,34,759	8,34,286	3,65,840	1,54,276	15,753	15,92,581	5,30,895	22,511	...	26,81,856
...	...	43,089	...	384	85,021	15,900	23,226	1,67,620	...	...	...	...	59,840	...	384	88,911	39,126	...	...	1,88,261
...	...	59,556	120	1,333	73,066	41,568	12,998	1,88,641	...	...	...	...	77,751	120	1,333	76,236	54,566	...	...	2,10,006
...	...	2,541	108	338	323	2,201	142	5,653	5	1,368	...	1,373	2,541	108	338	328	3,711	...	...	7,026
...	...	1,05,186	228	2,055	1,58,410	59,669	36,366	3,61,914	5	1,368	...	1,373	1,40,132	228	2,055	1,65,475	97,403	...	...	4,05,293
5	23,433	2,80,900	1,08,798	15,773	8,65,859	2,78,005	1,07,810	16,57,145	6,08,344	92,556	1,34,759	8,35,659	5,05,972	1,54,504	17,808	17,58,056	6,28,298	22,511	...	30,87,149
10	893	53,096	1,37,197	15,189	1,85,235	49,532	24,108	4,64,357	3,121	5,262	2,546	10,929	72,878	1,62,784	15,916	1,92,715	75,288	6,884	...	5,26,465
503	18,554	95,476	4,71,216	40,608	8,91,917	72,491	1,20,584	16,92,292	1,74,206	13,002	24,779	2,11,987	95,975	4,71,630	41,214	10,79,217	2,25,160	11,352	...	19,24,548
513	19,447	1,48,572	6,08,413	55,797	10,77,152	1,22,023	1,44,692	21,56,649	1,77,327	18,264	27,325	2,22,916	1,68,853	6,34,414	57,130	12,71,932	3,00,448	18,236	...	24,51,013
...	...	38,696	3,861	4,305	12,717	35,819	26,073	1,21,471	970	3,446	526	4,942	40,783	3,861	4,305	13,687	65,110	754	...	1,28,506
17	636	44,777	54,344	7,082	17,445	32,654	25,778	1,82,080	402	14,365	1,499	16,266	44,789	54,344	7,082	17,937	72,714	2,128	...	1,98,994
17	636	83,473	58,205	11,387	30,162	68,473	51,851	3,03,551	1,372	17,811	2,025	21,208	85,572	58,205	11,387	31,624	1,37,824	2,882	...	3,5:,494
530	20,083	2,32,045	6,66,618	67,184	11,07,314	1,90,496	1,96,543	24,60,200	1,78,699	36,075	29,350	2,44,124	2,54,425	6,92,619	68,517	13,03,556	4,38,272	21,118	...	27,78,507
...	...	4,270	...	...	...	7,951	...	12,221	...	1,548	...	1,548	1,19,229	949	...	4,403	9,599	...	...	1,34,180
...	...	26,879	56	143	2,723	13,104	25,587	68,492	...	480	...	480	28,765	56	143	2,723	39,171	...	...	70,858
...	...	...	...	...	...	...	...	...	4,794	48	8,350	13,192	59,508	...	...	10,741	8,398	...	...	78,647
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	26,285	500	...	26,785	75,494	...	...	40,244	1,008	...	...	1,16,746
...	...	406	...	...	14	...	...	420	...	...	...	...	33,771	...	...	4,730	1,556	...	...	40,057
...	...	3,430	1,933	74	284	11,018	6,917	23,656	200	...	620	820	7,954	6,745	314	1,973	19,867	...	...	36,853
...	...	200	...	...	917	612	2,041	3,770	4,676	...	158	4,834	200	...	...	5,593	2,811	...	...	8,604
...	...	...	360	...	...	...	...	360	...	...	...	...	...	360	...	...	...	...	...	360
...	...	...	180	48	60	50	296	12	646	602	6,177	4,187	10,966	52,680	...	...	...	4,987	...	...	57,667
3	1,662	24,080	1,889	3,370	1,558	21,481	25,938	78,316	1,113	8,193	10,701	20,007	24,080	1,889	3,370	2,671	64,245	4,187	...	1,00,442
3	1,662	59,445	4,286	3,647	5,546	54,462	60,495	1,87,881	37,670	16,946	24,016	78,632	4,33,562	10,047	3,887	76,457	1,65,066	4,187	...	6,93,207
538	45,178	6,04,340	7,79,702	86,604	20,37,874	5,66,400	4,13,305	44,88,225	9,55,270	1,50,175	2,61,270	13,66,715	18,36,639	8,58,070	91,373	35,43,735	14,16,053	47,816	...	77,93,686

Return of Expenditure on Public Instruction in the Lower Provinces

OBJECTS OF EXPENDITURE.	PUBLIC																		
	UNDER PUBLIC MANAGEMENT.																		
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native				
	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States' revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Buildings	2,97,162	108	...	...	...	15,630	3,12,900	440	2,016	...	...	329	256	3,041	2,810	...	...	...	...
Furniture and Apparatus (Special Grants only)	39,066	...	2	...	...	...	39,068	...	3,522	346	...	...	...	3,868	1,321	...	...	...	...
Total	3,36,228	108	2	...	...	15,630	3,51,968	440	5,538	346	...	329	256	6,909	4,131	...	...	...	...
University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Primary "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Medical "	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or Stipends held in Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Charges for Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																			
Hostel (boarding charges)	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for abolished Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, Prizes and Rewards to unrecognised Tols	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Stipends, Prizes and Rewards to Maktabs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to other private Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure	3,36,228	108	2	...	...	15,630	3,51,968	440	5,538	346	...	329	256	6,909	4,131	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1905-1906	15,65,582	1,293	373	4,75,070	4,500	39,561	20,86,379	3,385	82,721	4,744	61,427	7,275	6,514	1,66,066	34,462	...	...	14,094	21?

ERAL TABLE IV—*concluded.*

of Bengal for the official year 1905-1906—concluded.

INSTITUTIONS.													TOTAL EXPENDITURE FROM—							
		UNDER PRIVATE MANAGEMENT.															ALL OTHER SOURCES.			
States.		Aided by Government or by District or Municipal Boards.							Unaided.									Public.		
Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial revenues.	District funds.	Municipal funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' revenues.	Imperial contributions.	TOTAL.
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39*a*	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	2,810	5,71,991	2,881	1,872	24,962	59,689	78,508	7,39,903	13,801	739	79,309	94,149	8,71,608*	5,005	1,872	88,763	2,28,165	7,390	...	11,52,803
10	1,331	7,846	4,706	897	14,461	5,545	19,141	52,596	1,979	139	10,174	12,292	47,212†	8,388†	1,245	16,440	34,412	1,458	...	1,09,155
10	4,141	5,79,837	7,587	2,769	39,423	65,234	97,649	7,92,499	15,780	878	89,783	1,06,441	9, 8,820	13,393	3,117	55,203	2,62,577	8,848	...	12,61,958
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,60,944‡	...	...	...	1,60,944
...	...	...	...	...	...	...	...	...	...	...	...	...	92,366	...	...	...	...	...	...	92,366
...	...	...	...	...	...	...	...	...	...	...	...	...	2,91,328	2,14,259	3,810	...	159	7,738	...	5,17,294
...	...	...	...	...	...	...	...	...	...	...	...	...	62,600§	...	...	...	15,790	...	...	77,790
...	...	...	...	...	...	...	...	...	...	...	...	...	4,014‖	...	...	...	4,324	...	...	8,338
...	...	...	...	...	...	...	...	...	...	...	...	...	16,500¶	1,329	521	...	...	...	...	18,350
...	...	...	...	...	...	...	...	...	...	...	...	...	44,817	16,980	197	...	2,671	2,181	...	66,846
...	...	...	...	...	...	...	...	...	...	...	...	...	2,753	13,579	...	...	175	544	...	17,051
...	...	...	...	...	...	...	...	...	...	...	...	...	7,852	844	...	...	1,066	115	...	9,811
...	...	...	...	...	...	...	...	...	...	...	...	...	3,127	3,548	139	...	278	...	...	7,092
...	...	...	...	...	...	...	...	...	...	...	...	...	1,930	720	...	...	2,536	430	...	5,616
...	...	...	...	...	...	...	...	...	...	...	...	...	1,42,993	37,000	857	...	26,840	3,270	...	2,10,960
...	...	...	...	...	...	...	...	...	...	...	...	...	68,668	6	1,221	5,18,197	2,32,130	150	...	8,20,372
...	...	...	...	...	...	...	...	...	...	...	...	...	2,693	18,509	728	...	134	62	...	21,526
...	...	...	...	...	...	...	...	...	...	...	...	...	5,692	377	3	1,947	...	...	...	8,019
...	...	...	...	...	...	...	...	...	...	...	...	...	...	51	436	...	...	...	...	487
...	...	...	...	...	...	...	...	...	...	...	...	...	213	3	408	...	18	108	...	750
...	...	...	...	...	...	...	...	...	...	...	...	...	8,061	3	940	...	898	6	...	9,908
...	...	...	...	...	...	...	...	...	...	...	...	...	28,110	35,654	2,627	10,327	50,35	...	...	1,27,079
...	...	...	...	...	...	...	...	...	...	...	...	...	1,12,847	54,603	6,362	5,30,471	2,83,531	326	...	9,88,141
10	4,141	5,79,837	7,587	2,769	39,423	65,234	97,649	7,92,499	15,780	878	89,783	1,06,441	15,58,354	3,19,255	14,147	7,46,618	5,73,107	20,182	...	32,31,663
548	49,319	11,84,177	7,87,289	89,373	20,77,297	6,31,634	5,10,954	52,80,724	3,71,050	1,51,053	3,51,053	14,73,156	33,94,993	11,77,325	1,05,520	42,90,353	19,89,160	67,998	...	1,10,25,349

* Including Rs. 2,015 paid to unaided schools from Provincial Revenues.
† Including Rs. 300 paid from Provincial Revenues and Rs. 160 from District Fund to unaided school.
‡ University saved Rs. 886.
§ Excluding Rs. 6,940, Assam Government scholarships.
‖ Excluding Rs. 45, Assam Government, and Rs. 388 Central Provinces Government scholarships.
¶ Excluding Rs. 2,956, Assam Government scholarships.

EDUCATION—

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.		
			1			2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
SECONDARY SCHOOLS FOR BOYS. *(English and Vernacular.)*								
Government ... ... English	42	9,360	5,411	...	5,411	1,916	...	1,916
Government ... ... Vernacular	17	1,194	...	...	...	206	...	206
District Fund ... ... English	27	2,401	345	...	345	555	...	555
District Fund ... ... Vernacular	102	6,349	...	...	...	1,145	...	1,145
Municipal ... ... English	5	1,098	466	...	466	201	...	201
Municipal ... ... Vernacular	2	179	...	...	...	27	...	27
Native States ... ... English	20	1,681	104	...	104	282	...	282
Native States ... ... Vernacular	3	176	...	...	...	25	...	25
Aided ... ... English	666	64,265	12,912	...	12,912	14,612	15	14,627
Aided ... ... Vernacular	263	15,333	...	...	...	2,318	...	2,318
Unaided ... ... English	284	45,549	14,815	...	14,815	10,891	...	10,891
Unaided ... ... Vernacular	40	2,466	...	...	...	410	...	410
Total ...	1,471	150,551	34,053	...	34,053	32,588	15	32,603
SECONDARY SCHOOLS FOR GIRLS. *(English and Vernacular.)*								
Government ... ... English	2	298	...	47	47	...	85	85
Aided ... ... English	49	5,081	4	188	192	21	828	849
Aided ... ... Vernacular	9	579	...	...	...	4	28	32
Unaided ... ... English	...	...	...	...	...	...	...	...
Unaided ... ... Vernacular	3	139	...	...	...	...	28	28
Total ...	63	6,097	4	235	239	25	969	994
Total Secondary Schools for boys and girls ...	1,534	156,648	34,057	235	34,292	32,613	984	33,597
Primary Schools for Boys.								
Government	102	4,042	...	...	...	...	...	...
District Fund	95	8,480	...	...	...	...	...	...
Municipal	7	408	...	...	...	...	...	...
Native States	349	6,364	...	...	...	...	...	...
Aided	26,767	787,003	...	...	...	4	...	4
Unaided	6,352	123,340	...	...	...	...	...	...
Total ...	33,672	929,637	...	...	...	4	...	4
Primary Schools for Girls.								
Government	7	453	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	...	...	...	...	...	...	...	...
Native States	12	219	...	...	...	...	...	...
Aided	2,426	57,804	...	...	...	...	10	10
Unaided	416	7,476	...	...	...	...	...	...
Total ...	2,861	65,952	...	...	...	...	10	10
Total Primary Schools for boys and girls ...	36,533	995,589	...	...	...	4	10	14
GRAND TOTAL FOR 1905-1906 FOR SECONDARY AND PRIMARY SCHOOLS.	38,067	1,152,237	34,057	235	34,292	32,917	994	33,611

General Table V.

Education in the Lower Provinces of Bengal at the end of the official year 1905-1906.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
10	11	12	13	14	15	16	17	18	19	20	21
1,745	...	1,745	760	...	760	28	...	28	9,860	...	9,860
295	...	295	492	1	493	200	...	200	1,193	1	1,194
679	3	682	692	11	703	114	2	116	2,385	16	2,401
1,339	...	1,341	2,952	6	2,958	898	7	905	6,334	15	6,349
221	2	221	204	...	204	6	...	6	1,098	...	1,098
17	...	17	122	...	122	13	...	13	179	...	179
415	2	417	624	1	625	242	11	253	1,667	14	1,681
27	...	27	95	...	95	29	...	29	176	...	176
17,145	19	17,164	16,380	76	16,456	3,058	48	3,106	64,107	158	64,265
3,615	5	3,620	7,071	88	7,159	2,172	64	2,236	15,176	157	15,333
9,858	...	9,858	8,760	7	8,767	1,203	15	1,218	45,527	22	45,549
592	1	593	1,075	2	1,077	378	8	386	2,455	11	2,466
35,948	32	35,980	39,227	192	39,419	8,341	155	8,496	150,157	394	150,551
...	83	83	...	83	83	...	...	...	...	298	298
93	836	929	642	2,090	2,732	62	317	379	822	4,259	5,081
11	73	84	35	240	275	21	167	188	71	508	579
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	5	72	77	...	30	30	5	134	139
104	996	1,100	682	2,485	3,167	83	514	597	898	5,199	6,103
36,052	1,028	37,080	39,909	2,677	42,586	8,424	669	9,093	151,055	5,593	156,648
765	...	765	2,292	12	2,304	966	7	973	4,023	19	4,042
1,703	29	1,732	4,871	668	5,539	976	233	1,209	7,550	930	8,480
8	...	8	291	...	291	109	...	109	408	...	408
52	...	52	3,400	80	3,480	2,697	135	2,832	6,149	215	6,364
19,950	119	20,069	456,619	14,615	471,234	274,247	21,449	295,696	750,820	36,183	787,003
645	10	655	60,254	1,765	62,019	56,553	4,113	60,666	117,452	5,888	123,340
23,123	158	23,281	527,727	17,140	544,867	335,548	25,937	361,485	886,402	43,235	929,637
...	62	62	...	274	274	...	117	117	...	453	453
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	8	51	59	19	141	160	27	192	219
54	804	858	1,248	29,555	30,803	650	25,483	26,133	1,952	55,852	57,804
1	65	66	64	3,243	3,307	122	3,981	4,103	187	7,289	7,476
55	931	986	1,320	33,123	34,443	791	29,722	30,513	2,166	63,786	65,952
23,177	1,089	24,267	529,047	50,263	579,310	336,339	55,659	391,998	888,568	107,021	995,589
59,230	2,117	61,347	568,956	52,940	621,896	344,763	56,328	401,296	1,039,623	112,614	1,152,237

Education—General Table VI.

Return showing the Results of the Prescribed Examinations in the Lower Provinces of Bengal for the official year 1905-1906.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.							
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.
																	Brahmans.	Non-Brahmans.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
I.—Arts Colleges—																						
1. Master of Arts	4	3	4	11	86	38	10	51	185	32	16	2	19	69	...	3	26	38	2	...	...	...
2. Bachelor of Arts	6	4	11	21	361	349	736	83	1,579	123	95	164	18	400	...	7	97	262	33	...	...	1
3. Bachelor of Science	1	...	...	1	18	...	...	...	18	12	...	...	...	12	...	...	4	8	...	...	...	...
4. First Examination in Arts	10	6	19	35	377	338	1,032	127	1,874	180	152	323	47	702	9	20	269	369	33	...	1	1
II.—Colleges for Professional Training.																						
(a)—*Law*—																						
1. Honours in Law	...	...	...	...	...	...	...	3	3	...	...	...	...	...	...	...	...	...	...	...	...	...
2. Bachelor of Law	5	...	6	11	37	...	475	...	512	4	...	82	...	86	...	...	36	43	7	...	...	...
(b)—*Medicine*—																						
1. Preliminary Scientific L.M.S.	boys				34	...	...	...	34	24	...	...	...	24	...	...	8	15	1	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. First L.M.S.	boys				61	...	...	...	61	47	...	...	...	47	...	...	12	30	5	...	...	...
	girls				3	...	...	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Combined Preliminary Scientific and First L.M.S.	boys				5	...	...	...	5	3	...	...	...	3	...	...	1	2	...	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. Second L.M.S. and Re-examination	boys				172	...	...	...	172	95	...	...	...	95	...	4	28	60	2	1	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Preliminary Scientific M.B.	boys				67	...	...	...	67	32	...	...	...	32	...	...	9	23	...	...	...	...
	girls				1	...	...	...	1	1	...	...	...	1	1	...	...	...	...	...	...	...
6. First M.B.	boys	...	...	1	7	...	...	...	7	5	...	...	...	5	...	1	1	3	...	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Combined Scientific and First M.B.	boys				30	...	...	...	30	26	...	...	...	26	...	...	9	14	3	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Second M.B.	boys				18	...	...	...	18	6	...	...	...	6	...	1	3	2	...	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Honours in Medicine	boys				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine	boys				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	girls				...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
(c)—*Engineering*—																						
1. B. E.	1	...	...	1	26	...	...	...	26	9	...	...	...	9	1	...	...	8	...	...	...	...
2. First Examination in Engineering.	1	...	...	1	30	...	...	...	30	16	...	...	...	16	2	...	5	9	...	...	...	...
(d)—*Agriculture*—																						
1. Higher class examination	1	...	...	1	11	...	...	...	11	7	...	...	...	7	...	...	3	4	...	...	...	...
III.—Schools for General Education.																						
1. Matriculation ...	For boys	41	176	148	365	803	1,202	1,305	76	3,386	306	315	395	10	1,026	...	12	391	572	50	1	...	...
	,, girls	1	5	...	6	5	19	...	...	24	2	6	...	...	8	...	5	2	1	...	...	...	...
2. B. class examination...	,, boys	2	...	...	2	8	...	...	...	8	2	...	...	...	2	...	...	...	1	...	...	...	1
3. C. ditto ...	,, boys	2	...	1	3	8	...	4	...	12	7	...	2	...	9	...	...	7	2	...	...	...	...
4. High School Honours examination ...	,, boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	,, girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. High School examination for Europeans	,, boys	1	4	1	6	1	34	7	...	42	...	10	3	...	13	13	...	...	...	...	...	...	...
	,, girls	1	9	...	10	4	28	...	...	32	3	4	...	...	7	7	...	...	...	...	...	...	...
6. Middle School examination.	,, boys	180	851	232	1,263	1,545	6,247	2,456	...	10,248	1,230	4,690	1,841	...	7,761	...	123	2,417	4,487	684	1	...	49
	,, girls		23	1	24	...	56	10	...	66	...	46	6	...	52	...	33	6	13	...	...	...	...
7. Upper Primary examination.	,, boys	259	2,904	286	3,449	1,903	13,717	3,058	..	18,678	1,566	9,781	2,414	...	13,761	...	262	3,511	8,430	1,405	...	...	147
	,, girls	1	105	2	108	2	255	17	...	274	2	209	12	...	223	...	105	33	81	4	...	...	...
8. Lower Primary examination.	,, boys	359	14,910	827	16,096	2,622	48,985	3,921	...	55,528	2,136	34,270	2,958	...	39,364	...	601	7,158	26,052	4,815	...	...	738
	,, girls	8	560	6	574	37	1,260	24	...	1,321	34	1,017	23	...	1,074	...	240	210	592	24	...	...	8
IV.—Schools for Special Education.																						
1. Training Schools for Masters.	English ...	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Vernacular	1	1	...	6	391	17	...	...	408	243	5	...	...	248	...	7	75	151	12	...	...	...
2. School of Arts examination ...		3	...	...	1	156	...	...	...	156	41	...	...	...	41	...	2	17	20	2	...	...	...
3. Vernacular Medical examination		2	...	...	3	122	...	...	...	122	77	...	...	...	77	...	7	20	40	10	...	...	...
4. Overseer examination ...		4	...	...	2	48	...	...	...	48	38	...	...	...	38	4	1	10	17	6	...	...	...
5. Sub-Overseer examination ...		1	1	...	5	73	5	...	...	78	52	3	...	...	55	4	1	11	36	3	...	...	...
6. Amin class final examination		1	...	...	1	25	...	...	...	25	22	...	...	...	22	...	...	3	15	4	...	...	...
7. Survey final examination ...		...	...	...	1	32	...	...	75	107	30	...	...	19	49	...	...	13	34	2	...	...	...
8. Accounts examination ...		...	...	...	...	...	...	...	109	109	...	...	...	10	10	2	...	3	5	...	...	...	...
9. Sanskrit Title examination ...		...	...	...	...	...	...	...	...	183*	...	...	...	...	65*	...	...	63	2	...	...	...	...
10. ,, second examination ...		...	...	...	...	...	...	...	...	1,146*	...	...	...	...	311*	...	...	291	20	...	...	...	...
11. ,, first examination ...		...	...	...	...	...	...	...	...	2,050*	...	...	...	...	743*	...	...	694	49	...	...	...	...
12. Madrasah Central examination		2	...	1	3	96	...	5	...	101	68	...	1	...	69	...	...	...	...	69	...	...	...

* Details of these figures have not been received.

EDUCATION—GENERAL TABLE VII.

Return showing the Distribution of District Board and Municipal Expenditure on

OBJECTS OF EXPENDITURE.	EXPENDITURE BY DISTRICT BOARDS ON PUBLIC INSTRUCTION.														
	IN INSTITUTIONS MANAGED BY DISTRICT BOARDS.											IN INSTITUTIONS MANAGED BY—			Total District Fund expenditure on public instruction.
	Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
COLLEGIATE EDUCATION.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	1	32	28	20	...	900	950	1,217	175	3,886	7,128	...	...	...	900
Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Collegiate Education	1	32	28	20	...	900	950	1,217	175	3,886	7,128	...	...	...	900
DIRECT EXPENDITURE.															
SCHOOL EDUCATION, GENERAL.															
Secondary Schools.															
For Boys—															
High Schools ... English	1	523	536	419	...	...	...	12,178	...	...	12,178	...	250	2,619	2,869
Middle ,, ... English	26	1,878	1,770	1,391	100	8,963	...	8,444	2,690	21	20,218	...	240	82,224	91,427
Middle ,, ... Vernacular	102	6,349	5,939	4,700	64	36,253	...	14,911	3,244	21	54,493	...	...	23,727	59,980
For Girls—															
High Schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	120	120
Middle ,, ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	108	108
Total Secondary Schools	129	8,750	8,245	6,510	164	45,216	...	35,533	5,934	42	86,889	...	490	1,08,798	1,54,504
Primary Schools.															
For Boys ... Upper Primary	93	8,342	8,077	6,351	33	25,363	...	2,180	...	...	27,576	224	...	1,97,197	1,62,784
For Boys ... Lower ditto	2	138	139	109	...	402	...	27	...	...	429	12	...	4,71,216	4,71,630
Total Primary Schools for Boys	95	8,480	8,216	6,460	33	25,765	...	2,207	...	...	28,005	236	...	6,08,413	6,34,414
For Girls ... Upper Primary	...	...	...	...	...	...	...	...	...	...	...	...	...	3,861	3,861
For Girls ... Lower ditto	...	...	...	...	...	...	...	...	...	...	...	...	...	54,344	54,344
Total Primary Schools for Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	58,205	58,205
Total Primary Schools for Boys and Girls	95	8,480	8,216	6,460	33	25,765	...	2,207	...	...	28,005	236	...	6,66,618	6,92,619
SCHOOL EDUCATION, SPECIAL.															
SCHOOLS FOR SPECIAL INSTRUCTION.															
Training Schools—															
(a) For Masters	...	...	...	...	...	...	...	...	...	...	...	949	...	...	949
(b) For Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	56	56
Schools of Art	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools	6	116	121	87	...	4,812	240	1,007	...	482	6,541	...	...	1,933	6,745
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	408	408
Other Schools ... Madrasahs	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Schools ... Miscellaneous Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	1,889	1,889
Total	6	116	121	87	...	4,812	240	1,007	...	482	6,541	949	...	4,286	10,047
INDIRECT EXPENDITURE.															
Buildings	...	...	...	...	400	2,016	...	...	329	256	3,001	108	...	2,881	5,005
Furniture and apparatus (special grants only)	...	...	...	...	...	3,522	...	...	...	...	3,522	...	...	4,866	8,388
Total	...	...	...	...	400	5,538	...	...	329	256	6,523	108	...	7,747	13,393
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2,14,259
Scholarships held in—															
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Medical College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,329
Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	16,980
Primary ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,579
Medical ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	844
Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,548
Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	720
Total Charges for Scholarships	...	...	...	...	...	...	...	...	...	...	...	...	...	...	37,000
Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	54,603
GRAND TOTAL FOR 1905-1906	231	17,378	16,610	13,077	597	82,231	1,190	39,964	6,438	4,666	1,35,086	1,293	490	7,87,449	11,77,325

ERAL TABLE VII.

Public Instruction in the Lower Provinces of Bengal for the official year 1905-1906.

EXPENDITURE BY MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.																
IN INSTITUTIONS MANAGED BY MUNICIPAL BOARDS.											IN INSTITUTIONS MANAGED BY—					
Number of institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	Municipal funds.	District funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.	Total Municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.	REMARKS.
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1	47	56	44	855	211	...	3,671	...	1,848	6,585	...	950	...	1,161	2,061	
1	27	29	22	...	...	...	1,905	...	...	1,905	...	...	...	...	...	
2	74	85	66	855	211	...	5,576	...	1,848	8,490	...	950	...	1,161	2,061	
2	756	673	553	1,800	...	250	13,042	...	...	15,092	...	...	6,781	6,731	9,600	
3	342	360	287	...	782	240	2,130	837	...	3,989	...	...	4,968	5,750	97,177	
2	179	195	152	...	930	...	440	...	...	1,370	323	...	2,019	3,272	63,252	
...	...	...	...	...	...	...	...	...	...	...	...	...	384	384	384	
...	...	...	...	...	...	...	...	...	...	...	...	...	1,333	1,333	1,453	
...	...	...	...	...	...	...	...	...	...	...	...	...	338	338	446	
7	1,277	1,228	992	1,800	1,712	490	15,612	837	...	20,451	323	...	15,773	17,808	1,72,312	
4	134	152	102	93	679	...	181	...	...	953	48	...	15,189	15,916	1,78,700	
3	274	234	187	...	606	...	94	...	...	700	...	...	40,608	41,214	5,12,844	
7	408	386	289	93	1,285	...	275	...	...	1,653	48	...	55,797	57,130	6,91,544	
...	...	...	...	...	...	...	...	...	...	...	...	...	4,305	4,305	8,166	
...	...	...	...	...	...	...	...	...	...	...	...	...	7,082	7,082	61,426	
...	...	...	...	...	...	...	...	...	...	...	...	...	11,387	11,387	69,592	
7	408	386	289	93	1,285	...	275	...	...	1,653	48	...	67,184	68,517	7,61,136	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	949	
...	...	...	...	...	...	...	...	...	...	...	...	...	143	143	199	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	240	74	314	7,059	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	408	
...	...	...	...	...	...	...	...	...	...	...	...	...	60	60	60	
...	...	...	...	...	...	...	...	...	...	...	...	...	3,370	3,370	5,259	
...	...	...	...	...	...	...	...	...	...	...	...	240	3,647	3,887	13,934	
...	...	...	...	40	...	...	...	...	...	40	...	...	1,872	1,872	6,877	
...	...	...	...	...	346	...	...	...	...	346	2	...	897	1,245	9,633	
...	...	...	...	40	346	...	...	...	...	386	2	...	2,769	3,117	16,510	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,810	2,18,069	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	521	1,850	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	197	17,177	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13,679	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	844	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	139	3,687	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	720	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	857	37,857	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	6,363	60,966	
16	1,759	1,699	1,347	2,788	3,554	490	21,463	837	1,848	30,980	373	1,190	89,373	1,05,520	12,82,845	

Education—General Table VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in the Lower Provinces of Bengal for the official year 1905-1906

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—					Expenditure from—						Remarks.
	Hostels or boarding-houses.	Boarders.	Arts colleges.	Colleges for Professional Training.	Secondary schools.	Primary schools.	Special schools.	Provincial revenues.	District or Municipal funds.	Subscriptions and endowments.	Fees.	Native States revenues.	Total expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
For Males—								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Managed by Government.	29	1,560	328	...	542	8	682	35,582	...	2,296	75,315	...	1,13,193	
Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Boards.	81	3,325	904	...	1,432	393	596	10,917	1,227	66,261	1,22,232	...	2,00,637	
Maintained by Native States.	3	61	...	...	43	18	...	...	...	...	...	150	150	
Unaided	240	5,844	34	5	3,513	1,786	506	...	...	85,334	1,48,514	...	2,33,848	
Total ...	353	10,790	1,266	5	5,530	2,205	1,784	46,499	1,227	1,53,891	3,46,061	150	5,47,828	
For Females—														
Managed by Government.	3	176	6	20	138	12	...	15,771	...	...	13,420	...	29,191	
Managed by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Aided by Government or by District or Municipal Boards.	31	2,287	7	15	1,644	562	59	6,398	...	38,539	1,57,808	...	2,02,745	
Maintained by Native States.	...	...	...	...	...	...	...	...	...	...	...	...	...	
Unaided	23	1,402	...	...	275	1,095	32	...	...	39,700	908	...	40,608	
Total ...	57	3,865	13	35	2,057	1,669	91	22,169	...	78,239	1,72,136	...	2,72,544	
Grand Total ...	410	14,655	1,279	40	7,587	3,874	1,875	68,668	1,227	2,32,130	5,18,197	150	8,20,372	

EUROPEAN EDUCATION—GENERAL TABLE III.

EUROPEAN

EDUCATIONAL—GENE

Return of Schools and Scholars in European

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS.																	
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE MANAGE					
	Managed by Government.				Managed by District or Municipal Boards.				Maintained by Native States.				Aided by Government or by District or Municipal Boards.				Un	
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	(a) 1	1
SCHOOL EDUCATION, GENERAL.																		
Secondary Schools.																		
For Boys—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	4	922	905	832	3	826
Middle „ ... „ ...	1	164	167	159	...	...	...	...	...	...	...	...	7	1,123	1,093	1,007	...	...
Total for boys schools ...	1	164	167	159	...	...	...	...	...	...	...	...	11	2,045	1,998	1,839	3	826
For Girls—																		
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	7	988	1,013	898	...	...
Middle „ ... „ ...	1	117	84	79	...	...	...	...	...	...	...	...	21	2,234	2,090	1,824	...	...
Total for girls schools ...	1	117	84	79	...	...	...	...	...	...	...	...	28	3,222	3,103	2,722	...	...
GRAND TOTAL OF SECONDARY SCHOOLS FOR BOYS AND GIRLS.	2	281	251	238	...	...	...	...	...	...	...	...	39	5,267	5,101	4,561	3	826
Primary Schools.																		
For Boys—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	5	378	373	305	...	...
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	2	96	84	76	...	...
Total Primary schools for boys ...	...	...	...	...	...	...	...	...	...	...	...	...	7	474	457	381	...	...
For Girls—																		
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	13	819	813	645	1	6
Lower „	...	...	...	...	...	...	...	...	...	...	...	...	3	121	86	66	1	9
Total Primary schools for girls ...	...	...	...	...	...	...	...	...	...	...	...	...	16	940	899	711	2	15
GRAND TOTAL PRIMARY SCHOOLS FOR BOYS AND GIRLS.	...	...	...	...	...	...	...	...	...	...	...	...	23	1,414	1,356	1,092	2	15
SCHOOLS FOR SPECIAL INSTRUCTIONS.																		
Training Schools—																		
For Mistresses	1	20	20	20	...	...	...	...	...	...	...	...	(b)1	6	6	6	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	3	95	112	75	...	...
Total ...	1	20	20	20	...	...	...	...	...	...	...	...	4	101	118	81	...	...
SPECIAL SCHOOLS AND COLLEGES OF PUBLIC INSTRUCTION.	3	301	271	258	...	...	...	..	...	...	...	...	66	6,782	6,575	5,734	6	842

(a) Loreto House.
(b) The Kindergarten Training Department

EDUCATION.

RAL TABLE III.

Schools for the official year 1905-1906.

MENT. aided. Average number on the rolls monthly during the year.	Average daily attendance.	Grand total of institutions.	Grand total of scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING— English. Boys.	Girls.	Total.	A classical language. Boys.	Girls.	Total.	A vernacular language. Boys.	Girls.	Total.	Number of girls in Boys' schools.	Number of boys in Girls' schools.	REMARKS.
20	21	22	23	24	24*a*	24*b*	25	25*a*	25*b*	26	26*a*	26*b*	27	28	29
6	5	1	1	...	1	1	...	...	...	...	...	...	...	...	
742	653	7	1,746	1,748	..	1,748	928	...	928	9	...	9	...	...	
...	..	8	1,287	1,253	34	1,287	332	8	340	...	...	...	34	...	
742	653	15	3,035	3,001	34	3,035	1,260	8	1,268	9		9	34	...	
...	...	7	988	171	817	988	24	469	493	...	...	...	...	171	
...	...	22	2,351	454	1,897	2,351	138	730	868	...	...	...	...	454	
...	...	29	3,339	625	2,714	3,339	162	1,199	1,361	...	...	...	...	625	
742	653	44	6,374	3,626	2,748	6,374	1,422	1,207	2,629	9	...	9	34	625	
...	...	5	378	237	141	378	9	14	23	19	10	29	141	...	
...	...	2	96	88	8	96	13	8	21	...	...	...	8	...	
...	...	7	474	325	149	474	22	22	44	19	10	29	149	...	
7	5	14	825	272	553	825	2	1	3	...	...	...	...	272	
8	6	4	130	44	86	130	...	...	...	...	...	...	...	44	
15	11	18	955	316	639	955	2	1	3	...	...	...	...	316	
15	11	25	1,429	641	788	1,429	24	23	47	19	10	29	149	316	
...	...	2	26	...	26	26	...	...	...	...	...	...	...	...	
...	...	3	95	79	16	95	...	...	...	...	...	...	...	...	
...	...	5	121	79	42	121	...	...	...	...	...	...	...	...	
763	669	75	7,925	4,846	3,579	7,925	1,446	1,230	2,676	28	10	38	183	941	

of the Welland Memorial School, Calcutta.

European Education—General Table IIIA.

Number of Scholars on the 31st March 1906, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
Collegiate Education.										
Arts Colleges	Male	...	...	...	...	...	...	...	...	...
	Female	1	...	...	...	...	...	...	...	1
	Total	1	...	...	...	...	...	...	...	1
School Education—General.										
Secondary Schools.										
For Boys—High Schools	Male	1,602	3	26	21	22	...	62	12	1,748
	Female	...	...	...	...	...	...	...	...	...
Middle Schools—English	Male	1,168	5	8	9	31	2	20	10	1,253
	Female	32	...	...	2	...	...	...	...	34
For Girls—High Schools	Male	150	7	1	...	...	...	3	10	171
	Female	732	11	51	...	...	1	8	14	817
Middle Schools—English	Male	365	7	6	...	...	2	3	71	454
	Female	1,737	12	8	...	3	1	25	111	1,897
	Total	5,786	45	100	32	56	6	121	228	6,374
Primary Schools.										
For Boys	Male	314	7	2	...	...	...	...	2	325
	Female	146	2	...	...	...	...	...	1	149
For Girls	Male	290	4	3	...	...	...	13	6	316
	Female	597	17	2	...	...	...	15	8	639
	Total	1,347	30	7	...	...	...	28	17	1,429
School Education—Special.										
Training Schools	Male	...	...	...	...	...	...	...	...	...
	Female	26	...	...	...	...	...	...	...	26
Commercial Schools	Male	23	3	20	31	2	...	...	...	79
	Female	16	...	...	...	...	...	...	...	16
	Total	65	3	20	31	2	...	...	...	121
	Grand Total	7,199	78	127	63	58	6	149	245	7,925

EUROPEAN EDUCATION—GENERAL TABLE IV.

FOR EUROPEAN

EDUCATION—GENERAL

Return of Expenditure on Public Instruction in European Schools in

PUBLIC INSTI

OBJECTS OF EXPENDITURE.	UNDER PUBLIC MANAGEMENT.																				
	Managed by Government.							Managed by District or Municipal Boards.							Maintained by Native States.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.																					
Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL																					
Secondary Schools.																					
For Boys—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	21,451	...	...	6,756	...	...	28,207	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	21,451	...	...	6,756	...	...	28,207	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
High schools ... English	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Middle ,, ... Ditto	18,195	...	...	3,170	...	...	21,365	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	18,195	...	...	3,170	...	...	21,365	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Secondary Schools both for Boys and Girls.	39,646	...	...	9,926	...	...	49,572	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Primary Schools.																					
For Boys—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
For Girls—																					
Upper primary	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR SPECIAL INSTRUCTIONS.																					
Training schools for Mistresses	1,886	...	...	...	...	...	1,886	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Commercial schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	1,886	...	...	...	...	...	1,886	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Direct Expenditure ...	41,532	...	...	9,926	...	...	51,458	...	...	...	...	...	...	...	...	...	...	...	...	...	...
INDIRECT EXPENDITURE.																					
Buildings	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Furniture and apparatus (special grants only)	9,226	...	...	...	...	...	9,226	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	9,226	...	...	...	...	...	9,226	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in—																					
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Miscellaneous—																					
Boarding charges	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Payments to European cadets	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total Miscellaneous Charges ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	9,226	...	...	...	...	...	9,226	...	...	...	...	...	...	...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION IN 1905-1906.	50,758	...	...	9,926	...	...	60,684	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION.

TABLE IV.

Bengal for the official year 1905-1906.

TUTIONS—

UNDER PRIVATE MANAGEMENT.											TOTAL EXPENDITURE FROM—							GRAND TOTAL.
Aided by Government or by District or Municipal Boards.							Unaided.								All other sources.			
																Public.		
Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States' revenues.	Imperial contribution.	
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	39(*a*)	40
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...
43,546	...	...	47,310	...	91	90,947	47,639	...	27,058	74,697	43,546	...	...	94,949	27,149	...	...	1,65,644
26,408	...	494	12,021	6,629	13,323	58,875	...	...	...	...	47,359	...	494	18,777	19,952	...	...	87,082
69,954	...	494	59,331	6,629	13,414	1,49,822	47,639	...	27,058	74,697	91,405	...	494	1,13,726	47,101	...	...	2,52,726
27,209	...	...	71,755	14,198	15,967	1,29,129	...	...	...	...	27,209	...	...	71,755	30,165	...	...	1,29,129
48,750	...	1,030	67,323	17,115	9,346	1,43,564	...	...	...	...	66,945	...	1,030	70,493	26,461	...	...	1,64,929
75,959	...	3 0	1,39,078	31,313	25,313	2,72,693	...	...	...	...	94,154	...	1,030	1,42,248	56,626	...	...	2,94,058
1,45,913	...	1,524	1,98,409	37,942	38,727	4,23,515	47,639	...	27,058	74,697	1,85,559	...	1,524	2,55,974	1,03,727	...	...	5,46,784
13,283	...	45	4,543	18,062	849	36,782	...	...	...	...	13,283	...	45	4,543	18,911	...	...	36,782
1,313	...	93	282	3,087	...	4,775	...	...	...	...	1,313	...	93	282	3,087	...	...	4,775
14,596	...	138	4,825	21,149	849	41,557	...	...	...	...	14,596	...	138	4,825	21,998	...	...	41,557
12,775	...	1,008	6,782	6,398	4,652	31,615	850	500	526	1,876	12,775	...	1,008	7,692	12,076	...	...	33,551
1,744	...	84	779	1,208	959	4,774	...	627	...	627	1,744	...	84	719	2,794	...	...	5,341
14,519	...	1,092	7,561	7,606	5,611	36,389	850	1,127	526	2,503	14,519	...	1,092	8,411	14,870	...	...	38,892
29,115	...	1,230	12,386	28,755	6,460	77,946	850	1,127	526	2,503	29,115	...	1,230	13,236	36,868	...	...	80,449
...	...	...	...	...	...	...	...	...	...	...	1,886	...	...	...	...	...	...	1,886
200	...	...	917	612	2,041	3,770	...	...	...	...	200	...	...	917	2,653	...	...	3,770
200	...	...	917	612	2,041	3,770	...	...	...	...	2,086	...	...	917	2,653	...	...	5,656
1,75,228	...	2,754	2,11,712	67,309	47,228	5,04,231	48,489	1,127	27,584	77,200	2,16,760	...	2,754	2,70,127	1,43,248	...	...	6,32,889
48,100	...	...	24,962	36,137	40,362	1,49,561	13,801	...	7,692	21,493	48,100	...	...	38,763	84,191	...	...	1,71,054
1,705	...	...	14,461	4,317	14,624	35,107	1,979	...	6,016	7,995	10,931	...	...	16,440	24,957	...	...	52,328
49,805	...	...	39,423	40,454	54,986	1,84,668	15,780	...	13,708	29,488	59,031	...	...	55,203	1,09,148	...	...	2,23,382
...	...	...	...	...	...	...	...	...	...	...	13,002	...	...	...	...	...	...	13,002
...	...	...	...	...	...	...	...	...	...	...	5,908	...	...	...	...	...	...	5,908
...	...	...	...	...	...	...	...	...	...	...	18,910	...	...	...	...	...	...	18,910
...	...	...	...	...	...	...	...	...	...	...	28,614	...	...	3,44,346	83,381	...	...	4,56,341
...	...	...	...	...	...	...	...	...	...	...	4,473	...	...	...	...	...	...	4,473
...	...	...	...	...	...	...	...	...	...	...	6,924	...	...	...	482	...	...	7,406
...	...	...	...	...	...	...	...	...	...	...	8,971	...	...	10,649	52,541	...	...	72,161
...	...	...	...	...	...	...	...	...	...	...	48,982	...	...	3,54,995	1,36,404	...	...	5,40,381
49,805	...	...	39,423	40,454	54,986	1,84,668	15,780	...	13,708	29,488	1,26,923	...	...	4,10,198	2,45,552	...	...	7,82,673
2,25,033	...	2,754	2,51,135	1,07,763	1,02,214	6,88,899	64,269	1,127	41,292	1,06,688	3,43,683	...	2,754	6,80,325	3,88,800	...	...	14,15,562

FOR EUROPEAN EDUCATION.

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public European Schools for Secondary and Primary Education in Bengal at the end of the official year 1905-1906.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on 31st March.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation examination, or an Examination of an equivalent standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
SECONDARY SCHOOLS FOR BOYS. (*English and Vernacular.*)																				
Government ... English ...	1	164	...	...	...	84	...	84	48	...	48	32	...	32	...	...	...	164	...	164
Aided ... ,, ...	11	2,045	117	...	117	606	13	619	561	12	573	727	9	736	...	...	...	2,011	34	2,045
Unaided ... ,, ...	3	826	131	....	131	320	...	320	269	...	269	106	...	106	...	...	...	826	...	826
Total ...	15	3,035	248	...	248	1,010	13	1,023	878	12	890	865	9	874	...	....	...	3,001	34	3,035
SECONDARY SCHOOLS FOR GIRLS. (*English and Vernacular.*)																				
Government ... English ...	1	117	...	...	...	...	53	53	...	39	39	...	25	25	...	...	...	...	117	117
Aided ... ,, ...	28	3,222	4	78	82	21	671	692	88	638	726	512	1,210	1,722	...	...	...	625	2,597	3,222
Unaided ... ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	29	3,339	4	78	82	21	724	745	88	677	765	512	1,235	1,747	...	...	...	625	2,714	3,339
Total Secondary Schools for boys and girls.	44	6,374	252	78	330	1,031	737	1,768	966	689	1,655	1,377	1,244	2,621	...	...	...	3,626	2,748	6,374
PRIMARY SCHOOLS FOR BOYS.																				
Aided	7	474	...	...	...	...	...	...	76	48	124	249	101	350	...	...	...	325	149	474
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	7	474	...	...	...	...	...	...	76	48	124	249	101	350	...	...	...	325	149	474
PRIMARY SCHOOLS FOR GIRLS.																				
Aided	16	940	...	...	...	...	...	...	40	144	184	270	486	756	...	...	...	310	630	940
Unaided	2	15	...	...	...	...	...	...	1	1	2	5	8	13	...	...	...	6	9	15
Total ...	18	955	...	...	...	...	...	...	41	145	186	275	494	769	...	...	...	316	639	955
Total Primary Schools for boys and girls.	25	1,429	...	...	...	...	...	...	117	193	310	524	595	1,119	...	...	...	641	788	1,429
GRAND TOTAL FOR 1905-1906 for Secondary and Primary Schools.	69	7,803	252	78	330	1,031	737	1,768	1,083	882	1,965	1,901	1,839	3,740	...	...	...	4,267	3,536	7,803

B. S. Press—8-11-1906—4400—727—J. A. M. & others.

GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 15TH DECEMBER, 1906.

RESOLUTION—No. 3119.

READ—

The Report on Public Instruction in Bengal for the year 1905-06.

1. Sir Alexander Pedler, KT., F.R.S., C.I.E., was in charge of the Department as Director of Public Instruction throughout the year. Mr. A. Earle, I.C.S., was placed on special duty in the office of the Director and was associated with Sir Alexander Pedler in the control of the Department with effect from the 15th January, 1906. Mr. Earle, by whom the Report has been submitted, assumed sole charge of the Department on the 31st March, 1906, the date on which Sir Alexander Pedler retired.

2. The introductory chapter contains a brief general review of the year's work throughout the whole field of educational endeavour, while in the chapters which follow details are separately supplied in reference to each of the customary divisions of the subject. The Report exceeds the prescribed length by eleven pages. This is attributed partly to the fact that an attempt has been made to write for the first time a complete introductory summary in accordance with standing orders, and to give, in the chapters which follow, a collected and readable narrative of the operations of the year. This renders any further review of the events of the year unnecessary. The length of the Report is also due to the fact that numerous schemes of educational reform are at the present time in process of development, and that more space than usual has therefore been required for their discussion. These schemes and the important questions raised in the Report are under the consideration of Government.

3. In publishing the Report the Lieutenant-Governor desires to thank Mr. Earle for the care and thoroughness with which it has been prepared and for the interesting account which it gives of the working of the Educational Department in Bengal during the year 1905-06. His Honour has had opportunities in reviewing the Reports of the two previous years, of acknowledging the services rendered by Sir Alexander Pedler to the cause of education during his tenure of office.

ORDER—Ordered that the Report be published in the Gazette.

By order of the Lieutenant-Governor of Bengal,

T. W. RICHARDSON,
Offg. Secy. to the Govt. of Bengal.

No. 113.

COPY forwarded to the Director of Public Instruction, Bengal, for information.

Circular No. 2.

COPY forwarded to Commissioners of Divisions for information.

No. 114.

COPY forwarded to the Municipal Department of this Government for information.

By order of the Lieutenant-Governor of Bengal,

W. S. MILNE,
Under-Secy. to the Govt. of Bengal.

CALCUTTA,
the 5th January 1907.

B. S Press—20-11-1906—27216—1,003—J. S.

Soph Concert 1905-06

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EDUCATION TABLE No. 1.

General Statistics of Institutions and Pupils.

Class of Institution.	1904-05.		1905-06.		Average number of pupils per school.	
	Schools.	Pupils.	Schools.	Pupils.	1904-05.	1905-06.
1	2	3	4	5	6	7
Public Institutions.						
University ... ... Arts Colleges	35*	6,400	34†	5,675	182·8	166·9
Secondary (for males) { High English Schools ...	393	80,746	396	80,603	205·4	203·5
Middle „ „ ...	646	44,652	648	44,246	69·1	68·2
„ Vernacular Schools	437	25,185	427	25,697	57·6	60·1
Primary (for males) ... { Upper primary „ ...	2,753	123,039	2,872	134,017	44·6	46·6
Lower „ „	30,552	787,360	30,800	795,620	25·7	25·8
Special (including Madrasahs and institutions for professional training).	646	17,227	680	17,345	26·3	25·5
Female (secondary and primary)	2,611	65,803	2,924	72,049	24·9	24·6
Total ...	38,073	1,150,412	38,781	1,175,257	30·2	30·3
Private Institutions.						
(1) Advanced teaching { (a) Arabic or Persian ...	930	10,951	934	10,744	11·7	11·5
{ (b) Sanskrit ...	730	6,571	735	6,607	9·0	8·9
(2) Elementary, teaching a vernacular only or mainly.	2,797	25,964	2,742	26,819	9·2	9·7
(3) Elementary, teaching the Koran only ...	411	5,414	466	6,327	13·1	13·5
(4) Other schools not conforming to departmental standards.	273	5,941	338	6,524	21·7	19·3
Total ...	5,141	54,841	5,215	57,021	10·6	10·9
Grand Total ...	43,214	1,205,253	43,996	1,232,278	27·8	28·0

* Excluding 9 colleges transferred to Eastern Bengal and Assam, and La Martinière for boys and for girls.
† Doveton College has not furnished any Return, pending the decision of the "Doveton College case" by the High Court. Excludes La Martinière for boys and for girls.

EDUCATION TABLE No. 2.

Statement showing the number of Pupils of different Creeds and their proportion to the number of Pupils.

Race or Religion.	1904-05.		1905-06.	
	Number.	Percentage to total number.	Number.	Percentage to total number.
1	2	3	4	5
Europeans and Eurasians ...	7,913	·65	7,408	0·58
Native Christians	17,180	1·42	18,368	1·49
Hindus ... { Brahmans ...	167,770	.....	1,76,230	.....
{ Non-Brahmans ...	811,442	.....	8,23,235	.....
Total Hindus ...	979,212	81·27	9,99,465	81·11
Muhammadans	166,781	13·82	171,905	13·87
Miscellaneous.				
Buddhists	520	.....	438	.....
Parsis	63	.....	169	.....
Others	33,478	.....	34,525	.....
Total of Miscellaneous Religions	34,061	2·83	35,132	2·84
Grand Total ...	1,205,253	100·00	1,232,278	100·00

EDUCATION TABLE No. 3.

General Statistics of Expenditure.

Source from which Expenditure on Education is met.	1904-1905.		1905-06.	
	Amount.	Proportion to total cost.	Amount.	Proportion to total cost.
1	2	3	4	5
	Rs.		Rs.	
Provincial Revenues	31,64,037	27·97	33,94,993	29·33
District Funds	11,50,315	10·07	11,77,325	1·96
Municipal „	1,01,831	·88	1,05,520	·98
Fees	48,78,527	43·12	42,90,353	39·67
All other sources	20,17,367	17·83	20,57,158	18·97
Total ...	1,13,12,077	100·00	1,10,25,349	100·00

EDUCATION TABLE No. 4.

Comparative Statement of Expenditure on Education for 1904-05 and 1905-06.

Heads of Charges.	1904-05.				1905-06.			
	Net Expenditure after deducting Receipts.			Total Expenditure.	Net expenditure after deducting Receipts.			Total Expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	.....	.....	.....	2,17,809	.....	.....	.....	1,60,944*
Collegiate	8,96,212	.....	.....	16,02,212	6,42,679	900	1,161	12,34,823
Secondary	3,33,432	1,46,141	16,320	27,65,196	3,65 840	1,54,276	15,753	26,81,856
Primary	1,45,096	6,10,983	55,869	25,83,179	1,68,853	6,34,414	57,130	24,51,013
Female	1,35,472	51,330	10,920	5,76,621	2,25,704	58,433	13,442	7,32,787
Special	3,56,019	8,017	4,326	6,22,495	4,33,563	10,047	3,887	6,93,207
Scholarships	1,50,818	26,531	891	2,16,001	1,42,993	37,000	857	2,10,960
Buildings	5,75,960	5,132	2,854	8,72,346	8,71,608	5,005	1,872	11,52,803
Furniture	55,286	5,951	1,400	1,17,146	47,212	8,388	1,245	1,09,155
Miscellaneous	1,84,583	56,589	4,940	11,47,071	1,12,847	54,603	6,363	9,88,141
Superintendence	3,41,151	2,39,641	4,311	5,92,001	3,83,694	2,14,259	3,810	6,09,660
Total ...	31,64,029	11,50,315	1,01,831	1,13,12,077	33,94,993	11,77,325	1,05,520	1,10,25,349

* Charges for Bengal only; university saved Rs. 886.

EDUCATION TABLE No. 5.

Statement showing the average cost of Educating each Pupil for 1904-05 and 1905-06.

Class of Institution.	1904-05.				1905-06.			
	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Arts Colleges	43 9 4	.....	80 1 3	123 10 7	48 14 0	0 5 10	86 10 3	135 14 1
Professional Colleges	129 1 9	.....	43 11 7	172 13 4	167 14 10	.....	46 9 3	214 8 1
Secondary Schools	2 3 6	0 15 0	12 14 6	16 1 0	3 4 10	1 2 0	15 11 8	20 2 6
Primary „	0 3 0	0 12 9	1 13 0	2 13 9	0 4 4	0 13 1	1 14 4	2 15 9
Training „	59 8 2	0 5 0	21 11 6	81 8 8	57 1 7	0 7 1	21 9 0	79 1 8
Other Special Schools	12 3 7	1 5 9	12 10 1	26 3 5	23 10 11	1 0 11	15 11 11	40 7 9

EDUCATION TABLE No. 6.

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1905-1906.

Class of School.	Number of schools.	Average roll-number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll-number.	Average yearly cost of each pupil— To public funds.	Average yearly cost of each pupil— Total.	Percentage of public fund expenditure to total cost.
1	2	3	4	5	6	7	8
High English Schools for Boys.					Rs. A. P.	Rs. A. P.	
Under Public Management.							
Managed by Government	38	240	191	79·6	16 10 2	40 14 7	40·6
Ditto by District or Municipal Boards	3	403	324	80·3	1 11 0	22 8 10	7·6
Under Private Management.							
Aided by Government or by District or Municipal Boards	184	163	123	75·5	2 11 5	20 5 11	13·3
Unaided	164	224	168	75·0	...	16 8 1	...
Total High Schools for boys	389	198	150	75·7	3 0 9	21 15 1	...
Middle English Schools for Boys.							
Under Public Management.							
Managed by Government	3	498	377	78·5	24 10 3	32 6 11	75·9
Ditto by District or Municipal Boards	29	73	57	78·0	4 11 9	11 5 10	41·6
Under Private Management.							
Aided by Government or by District or Municipal Boards	471	67	52	78·5	3 5 9	12 8 10	26·7
Unaided	137	60	47	78·3	...	10 2 8	...
Total Middle English Schools for boys ...	640	66	51	76·1	2 14 6	12 2 6	...
Middle Vernacular Schools for Boys.							
Under Public Management.							
Managed by Government	17	63	47	74·6	7 4 2	9 7 0	73·9
Ditto by District or Municipal Boards	104	59	46	77·9	6 1 1	9 1 8	66·6
Under Private Management.							
Aided by Government or by District or Municipal Boards	263	57	45	78·9	2 10 4	9 1 8	29·0
Unaided	43	59	46	77·9	...	6 4 2	...
Total Middle Vernacular Schools for boys ...	427	58	46	79·3	3 6 8	8 13 3	...
Upper Primary Schools for Boys.							
Under Public Management.							
Managed by Government	99	39	27	69·2	5 2 0	5 9 6	91·5
Ditto by District or Municipal Boards	97	84	66	78·5	3 2 10	3 7 5	91·7
Under Private Management.							
Aided by Government or by District or Municipal Boards	2,604	43	34	79·0	1 11 2	3 12 5	44·9
Unaided	67	41	32	78·0	...	4 4 8	...
Total Upper Primary Schools for boys ...	2,867	44	34	77·2	1 13 9	3 13 2	...
Lower Primary Schools for Boys.							
Under Public Management.							
Managed by Government	3	39	29	74·3	4 4 8	4 14 9	87·2
Ditto by District or Municipal Boards	5	74	59	79·7	2 11 2	3 0 5	89·2
Under Private Management.							
Aided by Government or by District or Municipal Boards	24,156	25	21	84·7	0 15 5	11 1	35·9
Unaided	6,634	17	14	82·3	...	2 0 6	...
Total Lower Primary Schools for boys ...	30,798	24	19	79·1	0 13 1	2 9 6	...

EDUCATION TABLE No. 7.

Statement showing the variations in the results of the University Examinations for the past six years.

Years.	Entrance Examination.			F.A. Examination.			B.A. Examination.			B.Sc. Examination.			M.A. Examination.			B. L. Examination.			B.E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1900-01 ...	3,618	2,030	56·1	3,286*	1,039*	31·6	1,688*	329*	19·5	...	...	...	169*	91*	53·8	553*	160*	28·9	38	10	26·3
1901-02 ...	3,993	2,007	50·2	2,565	989	38·3	1,179	277	23·5	12	2	16·6	153	68	44·4	590*	213*	37·4	32	9	28·1
1902-03 ...	3,966	1,853	46·6	2,540	882	34·7	1,406	312	22·1	19	8	42·1	152	59	38·8	670*	337*	50·3	28	13	32·1
1903-04 ...	4,101	1,546	37·6	2,461	811	32·9	1,644	253	15·3	14	5	35·7	120	49	40·8	620*	136*	21·9	26	12	46·1
1904-05 ...	3,929	1,686	42 9	2,390	705	29·4	1,793	398	22·3	15	3	20	189	53	28·8	653*	268*	41·0	27	7	25.9
1905-06 ...	3,910	1,034	26·4	1,874	702	37·5	1,579	400	25·3	18	12	66·6	185	69	37·2	512	86	16·7	26	9	34·6

* Include the results in respect of the transferred districts of Eastern Bengal and Assam.

EDUCATION TABLE No. 8.

Statement showing the Expenditure on Scholarships for 1904-05 and 1905-06.

Class of Institutions.	1904-05.				1905-06.			
	Public Funds.	Private Funds.	Total.	Percentage of Total Expenditure on Scholarships to Total Expenditure on Public Instruction.	Public Funds.	Private Funds.	Total.	Percentage of Total Expenditure on Scholarships to Total Expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges	61,741	16,701	78,442	0·68	62,000	15,790	77,790	·72
Medical Institutions	10,062	5,647	15,709	0·13	12,710	5,505	18,215	·16
Secondary Schools	64,104	4,986	69,090	0·60	61,994	4,852	66,846	·58
Primary	12,359	885	13,244	0·11	16,332	719	17,051	·14
Special schools (including Technical Institutions).	29,698	2,839	32,537	0·28	27,814	3,244	31,058	·28
Total ...	1,77,964	31,058	2,09,022	1·80	1,80,850	30,110	2,10,960	1·88

EDUCATION TABLE No. 9.

Comparative statement showing the percentage of boys at school to boys of school-going age, district by district for Indian pupils.

Position in 1904-1905.	Position in 1905-1906.	District.	Male population.	Number of boys of school-going age.	Number of boys at School.		Percentage of boys at school to boys of school-going age.	
					1904-1905.	1905-1906.	1904-1905.	1905-1906.
1	2	3	4	5	6	7	8	9
1	1	Howrah	439,525	65,928	41,222	40,348	62·5	61·2
2	2	Hooghly	528,279	79,241	43,104	43,745	54·4	55·2
3	3	24-Parganas	1,092,908	163,936	80,906	83,500	49·3	50·9
4	4	Midnapore	1,390,283	208,534	100,964	99,208	48·4	47·5
5	5	Bankura	549,484	82,422	36,919	36,978	44·8	44·8
7	6	Cuttack	995,409	149,311	61,349	62,004	41·0	41·5
9	7	Birbhum	444,689	66,703	26,297	26,957	39·4	40·4
6	8	Calcutta	562,596	84,389	34,710	33,999	41·1	40·2
10	9	Balasore	517,543	77,631	29,345	31,127	37·8	40·1
8	10	Burdwan	764,742	114,711	45,791	44,766	39·9	39·2
13		Angul	95,935	14,390	4,771	5,635	33·2	39·2
12	11	Puri	506,839	76,026	25,708	26,584	33·8	34·9
14	12	Khulna	653,470	98,020	31,923	34,176	32·5	34·3
11	13	Singhbhum	302,425	45,364	15,758	15,707	34·8	34·6
15	14	Patna	804,583	120,687	36,947	37,191	30·6	30·8
16	15	Jessore	914,204	137,130	38,426	38,431	28·0	28·0
17	16	Manbhum	653,336	98,000	25,863	25,213	26·4	25·7
18	17	Gaya	1,011,271	151,691	37,255	36,037	24·6	23·8
19	18	Nadia	827,509	124,126	30,100	29,366	24·2	23·7
21	19	Ranchi	577,180	86 577	19,327	20,324	22·3	23·4
20	20	Murshidabad	653,346	98,001	22,030	23,403	22·4	23·1
22	21	Darbhanga	1,416,474	212 471	42,610	46,921	20·1	21·6
23	22	Darjeeling	133,005	19,951	3,752	3,809	18·8	19·8
...	23	Sambalpur	313,782	47,067	10,134	9,050	21·5	19·2
24	24	Hazaribagh	570,122	85,518	15,893	16,268	18·5	19·0
28	25	Monghyr	1,011,580	151,737	27,268	28,289	17·9	18·6
27	26	Muzaffarpur	1,318,547	197,782	36,044	36,461	18·2	18·4
25	27	Sonthal Parganas	896,373	134,456	24,627	24,415	18·3	18·2
26	28	Shahabad	936,544	140,481	25,761	25,222	18·3	17·9
29	29	Orissa Tributary Mahals	969,973	145,496	24,389	25,442	17·9	17·5
30	30	Bhagalpur	1,027,535	154,130	24,335	25,169	15·8	16·3
31	31	Saran	1,095,288	164,293	23,881	23,769	14·5	14·5
34	32	Palamau	306,203	45,930	6,639	6,929	12·3	14·2
32	33	Purnea	958,452	143,768	20,384	19,753	14·2	13·7
33	34	Champaran	885.607	132,841	17,675	17,209	13·3	12·9

EDUCATION TABLE No. 10.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division, for the years 1904-1905 and 1905-1906.

Division.	Number of pupils in public institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	923	817	48,350	48,209	269,509	266,708	2,203	2,176	320,985	317,910
Presidency ...	441	466	41,552	41,295	179,711	185,698	1,939	1,988	223,643	229,447
Calcutta ...	6,255	5,712	21,480	20,608	15,695	16,661	3,352	3,432	46,782	46,413
Patna ...	572	335	14,424	14,572	185,647	188,536	3,487	3,529	204,130	206,972
Bhagalpur ...	233	260	7,754	7,836	92,598	95,184	775	660	101,360	103,940
Orissa ...	178	175	6,747	8,109	120,563	135,036	1,584	1,738	129,072	145,058
Orissa Tributary Mahals.	...	...	1,619	1,641	23,187	24,007	207	307	25,013	25,955
Chota Nagpur ...	73	69	7,854	8,004	82,237	82,330	961	1,235	91,125	91,638
European Institutions.	...	...	6,871	6,374	1,415	1,429	16	121	8,302	7,924
Total ...	8,675	7,834	156,651	156,648	970,562	995,589	14,524	15,186	1,150,412	1,175,257

EDUCATION TABLE No. 10—*concluded.*

Division.	Number of pupils in private institutions.										Grand Total.	
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.			
	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	1,378	1,203	389	712	847	1,008	799	936	3,413	3,909	324,398	321,819
Presidency	398	134	...	...	89	77	56	309	543	520	224,186	229,987
Calcutta	...	...	...	...	990	156	2,009	2,028	2,999	2,684	49,781	49,097
Patna	11,797	12,466	13,864	14,772	2,393	2,691	595	938	28,649	30,867	232,779	237,839
Bhagalpur	2,884	2,791	4,663	4,262	687	837	1,340	1,392	9,574	9,282	110,934	113,222
Orissa	706	210	6,031	5,705	142	678	65	56	6,944	6,652	136,016	151,710
Orissa Tributary Mahals.	...	24	662	699	...	...	290	489	952	1,122	25,965	27,077
Chota Nagpur ...	359	523	355	756	266	380	787	326	1,767	1,985	92,892	93,623
European Institutions.	...	...	...	...	...	...	...	...	...	...	8,302	7,924
Total ...	17,522	17,351	25,964	26,819	5,414	5,827	5,941	6,524	54,841	57,021	1,205,253	1,232,278

EDUCATION TABLE No. 11.

Collegiate Education.

Statement showing the attendance of Arts Colleges on the 31st March 1906, and of four preceding years.

Arts Colleges.	Monthly fee-rate.	Number on the Rolls on the 31st March of the year				
		1902.	1903.	1904.	1905.	1906.
1	2	3	4	5	6	7
Government (8).	Rs.					
First-grade Colleges—						
1. Presidency College	12, 10, 6, 4	611	573	582	703	698
2. Hooghly ,, ...	6	117	119	114	153	160
3. Krishnagar ,, ...	5	77	74	94	103	112
4. Patna ,, ...	6	149	151	133	146	105
5. Ravenshaw ,, ...	5, 4	109	132	138	150	149
6. Bethune ,, ...	3	26	24	30	26	18
7. Sanskrit ,, ...	5, 2	66	54	63	57	51
Second-grade Colleges—						
8. Calcutta Madrasah	2	38	43	41	43	41
Total ...	...	1,203	1,170	1,195	1,386	1,334
Municipal College (2).						
1. Midnapore College	5	52	50	46	52	47
(a)2. Monghyr Diamond Jubilee College	4	27	34	39	26	32
Total ...	...	79	84	85	78	79
Aided Colleges (6).						
1. General Assembly's Institution	5	648	620	681	556	536
2. Free Church Institution	5	386	405	374	362	315
3. St. Xavier's College	6	394	380	375	340	309
4. L. M. S. College, Bhawanipur	5	123	97	104	97	62
5. Victoria College, Narail	3	69	24	25	27	40
6. Dublin University Mission College, Hazaribagh	5	36	29	21	73	69
Total ...	...	1,656	1,555	1,580	1,465	1,381
Unaided Colleges (19).						
1. Metropolitan Institution	4, 3	660	575	501	547	478
2. City College	4, 3	383	328	385	372	314
3. Albert ,, ...	3	84	101	106	79	59
4. Ripon ,, ...	4, 3	526	565	732	831	676
5. Raj College, Burdwan	Free	255	269	263	185	127
6. Berhampore College	3	156	132	200	215	298
7. Tej Narayan Jubilee College, Bhagalpur ...	5, 4	173	147	138	166	183
8. Bangabasi College	4, 3	616	773	689	478	349
9. Bihar National College, Bankipore	4, 3	107	138	169	180	62
10. Doveton College	5	24	27	35	17	Not returned.
11. Loreto House	10	3	2	4	6	1
12. Central College	4, 3	135	124	104	59	48
13. Uttarpara ,, ...	4	60	73	79	60	68
14. Hetampur ,, ...	2-8 as.	19	37	40	31	34
15. Bishop's College	5	6	11	17	16	37
16. Bhumihar Brahman College, Muzaffarpur ...	4	154	121	71	105	64
17. Church Missionary Society's College	3	8	9	6	34	27
18. Daulatpur Hindu Academy	3	...	32	76	61	81
19. Wesleyan Mission College, Bankura	4	...	...	37	39	65
Total ...	...	3,369	3,464	3,646	3,481	2,971

(a) Transferred from the unaided list of 1904-1905.

EDUCATION TABLE No. 12.

COLLEGIATE EDUCATION.

Statement showing the Expenditure incurred in Government, Aided and Unaided Arts Colleges during the year 1905-1906.

ARTS COLLEGES.	Number of pupils on the rolls on the 31st March 1906.	Average monthly roll-number.	Average daily attendance.	EXPENDITURE IN 1905-1906. From public funds. Provincial revenues.	From public funds. District or municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	COST PER ANNUM OF EACH STUDENT. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Government (8).				Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.	Rs. A. P. (a)
1. Presidency College	698	754	650	1,14,702	...	1,05,985	...	2,20,687	137 3 3	126 12 5	263 15 8
2. Hooghly ,, ...	160	137	126	16,388	...	10,916	...	27,304	119 9 11	79 10 10	199 4 9
3. Krishnagar ,, ...	112	107	85	14,575	...	6,260	1,683	22,518	136 3 5	74 3 9	210 7 2
4. Patna ,, ...	105	140	124	31,066	...	11,530	30	42,626	221 14 4	82 9 2	304 7 6
5. Ravenshaw ,, ...	149	134	123	19,299	...	7,180	896	27,385	144 0 14	60 5 6	204 5 10
6. Sanskrit ,, ...	51	54	51	22,710	...	2,004	...	24,714	420 8 13	37 1 9	457 10 7
7. Bethune ,, ...	18	23	17	13,188	...	789	...	13,977	573 6 3	34 4 10	607 11 1
8. Calcutta Madrasah	41	48	40	106,86	...	1,437	...	12,123	222 10 0	29 15 0	252 9 0
Total ...	1,334	1,397	1,216	2,42,614	...	1,46,111	2,609	3,91,334	173 10 8	106 7 3	280 1 11
Total for 1904-1905 ...	1,386	1,326	1,139	2,36,528	...	1,37,069	3,357	3,76,345	178 6 0	105 14 3	284 4 3
Municipal or Joint-Committee (2).											
1. Midnapore College	47	56	44	855	211	3,671	1,848	6,585	19 0 6	98 8 10	117 9 4
2. Monghyr Diamond Jubilee College.	32	28	20	...	1,850	1,217	4,061	7,128	66 1 1	188 8 0	254 9 1
Total ...	79	84	64	855	2,061	4,883	5,909	13,713	34 11 5	128 8 7	163 4 0
Total for 1904-1905* ...	52	60	45	350	...	2,821	1,849	5,580	14 2 0	78 13 0	92 15 0
Aided (6).											
1. General Assembly's Institution	586	614	495	9,600	...	27,028	22,318	58,946	15 10 1	80 5 10	95 15 11
2. Free Church Institution ...	315	339	278	7,800	...	13,792	31,868	53,460	23 0 1	134 11 0	157 11 1
3. St. Xavier's College	309	270	240	5,400	...	10,812	25,788	42,000	20 0 0	135 8 10	155 8 10
4. London Missionary Society's College, Bhawanipur.	62	68	57	3,000	...	2,450	9,712	15,162	44 1 10	178 13 7	222 15 5
5. Victoria College, Narail	40	35	27	1,350	..	1,089	2,208	4,647	38 9 1	94 3 2	132 12 3
6. Dublin University Mission College, Hazaribagh.	69	66	60	4 800	...	3,984	...	8,784	72 11 7	60 5 9	133 1 3
Total ...	1,381	1,392	1,157	31,950	...	59,155	91,894	1,82,999	22 13 11	108 8 2	131 7 5
Total for 1904-1905 ...	1,455	1,462	1,209	31,600	...	60,521	79,526	1,71,647	21 9 9	95 12 7	117 6 5
Unaided (19).											
1. Metropolitan Institution ...	478	420	390	...	...	25,183	...	25,183	...	59 15 4	59 15 4
2. City College	314	276	215	...	...	7,535	12,705	20,240	...	73 11 2	73 11 2
3. Albert ,, ...	59	49	35	...	...	2,112	600	2,712	...	55 5 6	55 5 6
4. Ripon ,, ...	676	659	487	...	...	20,868	...	20,868	...	31 10 6	31 10 6
5. Raj College, Burdwan	127	139	114	...	...	...	9,725	9,725	...	69 14 2	69 14 2
6. Berhampore College	208	210	147	...	...	5,080	15,425	20,505	...	97 10 3	97 10 3
7. Tej Narayan Jubilee College, Bhagalpur.	183	134	93	...	...	5,540	8,806	14,346	...	107 0 11	107 0 11
8. Bangabasi College	349	325	234	...	...	11,459	8,276	19,735	...	62 1 8	62 1 8
9. Bihar National College, Bankipore.	62	107	77	...	...	10,489	...	10,049	...	54 9 9	54 9 9
10. Doveton College, Calcutta ...	Return not furnished, pending the decision of the "Doveton College case" filed in the High Court.										
11. Central College	48	45	29	...	...	1,275	3,903	5,178	...	115 1 0	115 1 0
12. Uttarpara College	68	75	65	...	...	3,592	...	3,592	...	47 14 3	47 14 3
13. Hetampur College	34	34	25	...	...	401	5,156	5,557	...	163 7 0	163 7 0
14. Bishop's College	37	32	30	Money figures not furnished.							
15. Bhumihar Brahman College, Muzaffarpur.	64	66	46	...	...	2,826	5,766	8,592	...	130 2 10	130 2 10
16. Church Missionary Society's College.	27	27	26	...	...	740	1,457	2,197	...	81 5 11	31 5 11
17. Daulatpur Hindu Academy ...	81	89	68	...	...	1,623	1 395	3,018	...	33 14 6	33 14 6
18. Bankura Wesleyan Mission College.	65	69	50	...	...	2,949	3,203	6,152	...	89 2 6	89 2 6
19. Loreto House	1	6	5	Money figures not furnished.							
Total ...	2,881	2,762	2,196	...	...	1,01,672	76,417	1,77,649	...	64 5 1	64 5 1
Total for 1904-1905 ...	3,507	3,323	2,619	...	...	1,11,760	97,224	2,08,984	...	65 9 6	65 9 6
GRAND TOTAL FOR 1905-1906 ...	5,675	5,635	4,633	2,75,419	2,061	3,11,386	1,76,829	7,65,695	49 6 1	86 10 2	135 14 1
GRAND TOTAL FOR 1904-1905 (b)	6,400	6,171	5,012	2,68,978	...	3,12,222	1,81,956	7,62,556	43 9 4	80 1 3	123 9 1
GRAND TOTAL FOR 1903-1904 (b)	6,506	6,606	5,367	2,31,292	169	3,23,145	1,91,548	7,24,390	35 0 7	77 14 7	109 10 6

* For Midnapore College only.

(a) This represents the total expenditure inclusive of the expenditure incurred on account of the Commercial classes. The figure 754 represents the average monthly roll number of students attending the Arts lectures. The annual cost per student has been calculated on the average monthly roll number of students attending Art's lectures and the average monthly roll number of Commercial class students taken together.

(b) Excludes 9 Colleges of the ceded districts and La Martinière for boys and for girls.

EDUCATION TABLE No. 13.

Statement showing the results of First Arts Examination held in March 1906.

Name of College.	Number of candidates.	Number passed in the—			Total passed.	Percentage of success.
		First division.	Second division.	Third division.		
1	2	3	4	5	6	7
Government Colleges.						
Presidency College	83	10	12	20	42	50·60
Hooghly ,, ...	60	6	11	6	23	38·33
Krishnagar ,, ...	32	4	6	9	19	59·37
Patna ,, ...	52	2	10	15	27	51·92
Ravenshaw ,, ...	49	1	11	12	24	48·97
Bethune ,, ...	7	1	3	2	6	85·71
Sanskrit ,, ...	28	4	1	6	11	39 28
Madras ,, ...	16	2	1	4	7	43·75
Total ...	327	30	55	74	159	48·62
1904-05	345	27	63	75	165	47·82
Municipal Colleges.						
Midnapore College	34	2	5	7	14	41·17
Monghyr Diamond Jubilee College	16	1	...	6	7	43·75
Total ...	50	3	5	13	21	42
1904-05	38	...	4	14	18	47·3
Aided Colleges.						
General Assembly's Institution	128	4	24	31	59	46·09
Free Church Institution	72	2	9	22	33	45·83
St. Xavier's College	80	1	12	19	32	40 0
L. M. S. College, Bhawanipur	23	...	4	6	10	43 47
Narail Victoria College	15	...	2	5	7	46·66
D. U. M. Hazaribagh	20	...	5	6	11	55·0
Total ...	338	7	56	89	152	44·97
1904-05	409	14	70	71	155	37·90
Unaided Colleges.						
Metropolitan Institution	148	3	12	15	30	20·27
City College	91	...	6	24	30	32·96
Albert ,, ...	44	...	2	9	11	25·00
Ripon ,, ...	213	5	13	41	59	27·69
Burdwan Raj College	50	1	11	17	29	58·00
Berhampore ,, ...	87	2	11	25	38	43·69
Tej Narayan Jubilee College	67	1	3	15	19	28·35
Bangabasi College	111	1	8	29	38	34·23
Bihar National ,, ...	71	1	3	14	18	25 35
Doveton ,, ...	18	...	1	1	2	11·11
Central ,, ...	24	...	1	3	4	16·66
Uttarpara ,, ...	33	2	7	11	20	60·66
Hetampur ,, ...	13	...	2	3	5	38·46
Bishop's ,, ...	10	1	1	6	8	80·
Bhumihar Brahman College, Muzaffarpur ...	40	...	1	6	7	17·5
Church Missionary Society's Institution ...	12	...	2	3	5	41·66
Total ...	1,052	17	84	222	323	31·29
1904-05	1,502	17	115	225	357	23·76
Grand Total ...	1,747	57	200	398	655	37·49
Private candidates ...	127	2	14	31	47	37·00
	1,874	59	214	429	702	37·45
Grand Total for 1904-05 ...	(a) 2,390	58	256(b)	391(c)	705(d)	29·49

(a) Including 96 private candidates.
(b) Including 4 private candidates.
(c) Including 6 private candidates.
(d) Including 10 private candidates.

EDUCATION TABLE No. 14.

Statement showing the results of the B.A. Examination held in March 1906.

College.	A Course.						B Course.						Total.							Percentage of success.
	Candidates.		1st Honor, division.	2nd Honor, division.	Pass.	Total passed.	Candidates.		1st Honor, division.	2nd Honor, division.	Pass.	Total passed.	Candidates.			1st Honor, division.	2nd Honor, division.	Pass.	Total passed.	
	Honor.	Pass.					Honor.	Pass.					Honor.	Pass.	Total.					1905-06.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Government Colleges.																				
Presidency College	51	90	1	13	26	40	29	55	1	13	22	36	80	145	225	2	26	48	76	33·7
Hooghly ,, ...	1	17	...	...	6	6	5	10	...	2	1	3	6	27	33	...	2	7	9	27·2
Krishnagar ,, ...	1	8	...	1	...	1	1	8	...	1	1	2	2	16	18	...	2	1	3	16·6
Patna ,, ...	10	32	...	2	13	15	1	7	...	...	4	4	11	39	50	...	2	17	19	38·
Ravenshaw ,, ...	1	10	...	1	3	4	1	19	...	...	10	10	2	29	31	...	1	13	14	45·1
Bethune ,, ...	...	4	...	...	2	2	...	...	...	...	...	...	...	4	4	...	..	2	2	50·
Total ...	64	161	1	17	50	68	37	99	1	16	38	55	101	260	361	2	33	88	123	34·0
Aided Colleges.																				
General Assembly's Institution	12	113	...	3	29	32	8	45	1	...	15	16	20	158	178	1	3	44	48	26·9
Free Church Institution ...	9	73	...	3	16	19	3	24	...	2	6	8	12	97	109	...	5	22	27	24·7
St. Xavier's College ...	3	30	1	1	8	10	2	18	...	1	5	6	5	48	53	1	2	13	16	30·1
L. M. S. College, Bhawanipur	...	9	...	...	4	4	...	...	...	...	...	...	...	9	9	...	...	4	4	44·4
Total ...	24	225	1	7	57	65	13	87	1	3	26	30	37	312	349	2	10	83	95	27·2
Unaided Colleges.																				
Metropolitan Institution ...	13	114	...	2	19	21	...	36	...	...	10	10	13	150	163	...	2	29	31	19·0
City College	8	52	...	2	11	13	10	49	...	...	12	12	18	101	119	...	2	23	25	21 0
Ripon ,, ...	6	102	...	1	23	24	13	80	...	4	17	21	19	182	201	...	5	40	45	22·3
Berhampore ,, ...	4	21	...	...	4	4	1	20	...	1	5	6	5	41	46	...	1	9	10	21·7
Tej Narayan Jubilee College	...	35	...	...	6	6	2	11	...	1	3	4	2	46	48	...	1	9	10	20·8
Bangabasi College	6	65	...	2	14	16	6	57	...	...	11	11	12	122	134	...	2	25	27	20·1
Bihar National College ...	...	28	...	...	7	7	...	8	...	...	1	1	...	36	36	...	...	8	8	2 2
Doveton College	1	1	...	...	...	...	...	1	...	...	...	...	1	2	3	...	...	...	...	...
Central ,, ...	...	15	...	...	1	1	...	...	...	...	...	...	...	15	15	...	...	1	1	6·6
Bishop's ,, ...	2	3	...	2	2	4	...	...	...	...	...	...	2	3	5	...	2	2	4	80·
Bhumihar Brahman College, Muzaffarpur	...	14	...	...	3	3	...	2	...	...	...	...	...	16	16	...	...	3	3	18·7
Total ...	40	450	...	9	90	99	32	264	...	6	59	65	72	714	786	...	15	149	164	20·8
Grand Total ...	128	836	2	33	197	232	82	450	2	25	123	150	210	1,286	1,496	4	58	320	382	25·5
Private candidates ...	6	61	...	1	17	18	...	16	...	...	...	...	6	77	83	...	1	17	18	21·6
	134	897	2	34	214	250	82	466	2	25	123	150	216	1,363	1,579	4	59	337	400	25·3
1904-05.																				1904-05.
Government Colleges.																				
Presidency College	77	62	2	17	27	46	70	41	...	6	31	37	147	103	250	2	23	58	83	33·2
Hooghly ,, ...	16	2	...	1	7	8	12	2	...	...	1	1	28	4	32	...	1	8	9	28·1
Krishnagar ,, ...	4	2	...	1	...	1	7	2	...	2	...	2	11	4	15	...	3	...	3	20
Patna ,, ...	25	11	...	4	8	12	8	2	...	1	4	5	33	13	46	...	5	12	17	36·9
Ravenshaw ,, ...	10	...	...	...	2	2	15	1	...	...	8	8	25	1	26	...	...	10	10	38·4
Bethune ,, ...	4	6	...	...	...	...	...	...	...	...	...	...	4	6	10	...	...	...	...	...
Total ...	136	83	2	23	44	69	112	48	...	9	44	53	248	131	379	2	32	88	122	32·1
Aided Colleges.																				
General Assembly's Institution.	85	16	...	5	22	27	46	8	...	3	17	20	131	24	155	...	8	39	47	30·3
Free Church Institution ...	82	17	...	4	14	18	33	4	...	1	11	12	114	21	135	...	5	25	30	22 2
St. Xavier's College ...	17	4	...	1	5	6	37	3	...	...	15	15	54	7	61	...	1	20	21	34·4
L. M. S. College, Bhawanipur	11	2	...	...	4	4	3	1	...	...	1	1	14	3	17	...	...	5	5	29·4
Total ...	195	39	...	10	45	55	118	16	...	4	44	48	313	55	368	...	14	89	103	28·0
Unaided Colleges.																				
Metropolitan Institution ...	116	11	...	...	14	14	38	4	...	...	7	7	154	15	169	...	...	21	21	12·4
City College ...	49	4	...	...	6	6	81	13	...	4	22	26	130	16	146	...	4	28	32	21·9
Ripon ,, ...	105	12	...	...	17	17	99	12	...	1	20	21	204	24	228	...	1	37	38	16·6
Berhampore ,, ...	20	3	...	1	4	5	12	1	...	...	2	2	32	4	36	...	1	6	7	19·4
Tej Narayan Jubilee College	35	1	...	...	8	8	17	1	...	...	3	3	52	2	54	...	...	11	11	20·3
Bangabasi College ...	79	5	...	...	8	8	77	3	...	1	6	7	156	8	164	...	1	14	15	9·1
Bihar National ,, ...	35	1	...	...	5	5	9	...	...	...	...	...	44	1	45	...	...	5	5	11·1
Doveton ,, ...	9	2	...	1	...	1	...	...	...	...	...	...	9	2	11	1	...	...	1	9·0
Central ,, ...	10	2	...	...	2	2	...	...	...	...	...	...	10	2	12	...	...	2	2	16 6
Bishop's ,, ...	1	...	...	...	1	1	1	1	...	1	...	1	2	1	3	...	1	1	2	66·
Bhumihar Brahman College, Muzaffarpur	15	...	...	...	6	6	2	...	...	...	...	...	17	...	17	...	...	6	6	35·2
Total ...	474	41	...	2	71	73	336	34	...	7	60	67	810	75	885	1	8	131	140	15·8
Grand Total ...	805	163	2	35	160	197	566	98	...	20	148	168	1,371	261	1,632	3	54	308	365	22·3
Private candidates ...	95	13	...	2	24	26	50	3	...	...	7	7	145	16	161	...	2	31	33	20·5
Great Grand Total ...	900	176	2	37	184	223	616	101	...	20	155	175	1,516	277	1,793	3	56	339	398	22·2

EDUCATION TABLE No. 15.

Statement showing the results of the M.A. Examination held in December 1905.

	English.		Sanskrit. Group A.		Sanskrit. Group B.		Sanskrit. Group D.		Pali.		Latin.		Hebrew.		Arabic.		Persian.		History.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1905-06.																				
Bangabasi College	2	...	...	...	...	...	...	...	...	...	1	...	...	...	..	...	...	...	...	...
Bishop's ,,	1	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
City ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Duff ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4	2
General Assembly's Institution.	9	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hooghly College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnagar ,,	1	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnath ,,	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. S. ,,	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Presidency ,,	30	11	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	10	4
Private students	14	5	1	...	...	...	...	...	1	...	...	...	1	...	...	...	6	2	1	...
Sanskrit College...	...	...	6	1	...	...	2	1	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	60	19	8	2	...	...	2	1	1	...	1	...	1	...	...	...	6	2	15	6
1904-05.																				
Bangabasi College	6	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bishop's ,,	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
City ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Duff ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1	7	3
General Assembly's Institution.	8	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hooghly College	...	...	...	...	...	...	...	...	...	...	..	..	...	...	...	...	1	...	...	...
Krishnagar ,,	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnath ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. S. ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Presidency ,,	21	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	3
Private students	18	...	1	1	1	...	1	...	...	...	...	...	...	...	1	...	9	5	3	1
Sanskrit College	...	...	4	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	54	10	5	1	1	...	3	...	...	...	...	...	...	...	1	...	11	6	15	7
Ravenshaw ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Metropolitan ...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

	Philosophy.		Mathematics. Group A.		Mathematics. Group B.		Natural and Physical Science. Chemistry		Physics B.		Physics C.		Physics D.		Botany.		Geology.		Total.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
1905-06.																				
Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...	...	...	5	...
Bishop's ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
City ,,	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Duff ,,	11	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	15	5
General Assembly's Institution.	1	1	9	7	1	1	...	...	...	...	...	...	...	...	...	...	...	...	20	11
Hooghly College	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	1
Krishnagar ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Krishnath ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1
L. M. S. ,,	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
Presidency ,,	3	1	...	...	15	7	5	1	...	...	12	4	...	...	...	...	...	...	76	29
Private students	11	1	5	2	...	...	...	...	7	5	2	2	...	...	2	2	...	...	51	19
Sanskrit College...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	8	2
Total ...	29	6	15	10	16	8	5	1	7	5	15	7	...	...	4	2	...	...	185	69
1904-05.																				
Patna	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...
Bangabasi College	...	...	11	2	...	...	...	...	...	...	...	...	1	1	...	...	...	...	18	5
Bishop's ,,	...	...	...	...	9	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...
City ,,	...	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Duff ,,	3	...	...	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	11	4
General Assembly's Institution.	9	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	28	6
Hooghly College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Krishnagar ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
Krishnath ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. S. ,,	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Presidency ,,	4	2	...	...	...	...	7	4	...	...	...	...	...	...	...	...	1	...	65	25
Private students	24	3	...	...	...	...	1	1	...	...	18	6	1	1	...	...	...	...	66	14
Sanskrit College	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	6	...
Total ...	40	7	14	3	9	4	9	5	...	...	19	6	2	2	...	...	1	...	187	52
Ravenshaw ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
Metropolitan ...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	1	1

Government.	Percentage, 1905-06.	Percentage, 1904-05.
Presidency	38·1	38·4
Hooghly	100	...
Krishnagar	...	...
Patna	...	...
Ravenshaw	...	...
Sanskrit	25	...

Aided.	Percentage, 1905-06.	Percentage, 1904-05.
General Assembly's Institution ...	55	21·4
Free Church	33·3	36·3
L. M. S., Bhowanipore	...	...

Unaided.	Percentage, 1905-06.	Percentage, 1904-05.
Metropolitan	100	
Bangabasi	...	42·8
City	100	...
Bishops	...	...
Berhampore	33·3	...
Private candidates	37·2	21·2

EDUCATION TABLE No. 16.

Secondary Education.

Statement showing in detail the attendance and expenditure in classes of Secondary Schools for Indian boys for the year 1905-1906.

Class of School.	Number of schools.	Number of pupils on the rolls on the 31st March	Average monthly number on the rolls during the year.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	Public Funds. District Funds.	Public Funds. Municipal Funds.	Private Funds. Fees.	Private Funds. Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
High Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government—										
1905-06	38	9,396	9,133	7,278	1,51,968	...	...	2,13,738	7,949	3,73,655
1904-05	36	9,373	9,093	7,281	1,39,521	...	...	2,12,587	6,259	3,58,367
Managed by District or Municipal Boards—										
1905-06	3	1,279	1,209	972	1,800	250	...	25,220	...	27,270
1904-05	4	1,619	1,590	1,213	1,800	1,450	950	32,988	1,528	38,716
Aided by Government, District or Municipal Boards—										
1905-06	184	30,550	30,019	22,688	72,631	2,619	6,237	4,09,593	1,20,447	6,11,527
1904-05	182	30,603	29,961	22,677	70,710	3,070	6,239	4,07,814	1,07,461	5,95,294
Unaided—										
1905-06	164	37,635	36,829	27,639	...	...	...	5,27,464	1,54,137	6,81,601
1904-05	165	37,846	36,895	29,949	...	...	...	5,14,904	1,65,257	6,80,161
Total for 1905-06 ...	389	78,860	77,190	58,572	2,26,399	2,869	6,237	11,76,015	2,82,533	16,94,053
Total for 1904-05 ...	387	79,441	77,539	61,120	2,12,031	4,520	7,189	11,68,293	2,80,505	16,72,538
Middle English.										
Managed by Government—										
1905-06	3	300	294	233	7,245	...	...	2,291	...	9,536
1904-05	3	297	270	215	7,781	...	...	2,153	...	9,934
Managed by District or Municipal Boards—										
1905-06	29	2,220	2,130	1,678	100	9,203	782	10,574	3,548	24,207
1904-05	28	2,089	2,100	1,646	...	9,533	696	10,421	3,089	23,739
Aided by Government, District or Municipal Boards—										
1905-06	471	31,670	31,559	24,803	18,833	32,224	4,968	1,76,210	1,13,921	3,96,156
1904-05	462	31,264	31,775	25,140	18,083	78,770	4,926	1,78,837	1,06,895	3,87,511
Unaided—										
1905-06	137	8,769	8,407	6,437	...	...	...	29,407	56,076	85,483
1904-05	147	9,818	9,762	7,495	...	...	...	26,890	61,449	88,339
Total for 1905-06 ...	640	42,959	42,390	33,151	26,178	91,427	5,750	2,18,482	1,73,545	5,15,382
Total for 1904-05 ...	640	43,468	43,907	34,496	25,864	88,303	5,622	2,18,301	1,71,433	5,09,523
Middle Vernacular.										
Managed by Government—										
1905-06	17	1,194	1,077	813	7,498	...	323	1,946	401	10,168
1904-05	17	1,120	1,014	781	7,466	...	300	1,883	268	9,917
Managed by District or Municipal Boards—										
1905-06	104	6,528	6,134	4,852	64	36,253	930	15,351	3,265	55,863
1904-05	103	5,743	5,599	4,410	...	30,538	428	17,487	3,829	52,282
Aided by Government, District or Municipal Boards—										
1905-06	263	15,333	15,121	12,019	14,296	23,727	2,019	62,315	35,369	1,37,726
1904-05	289	16,811	17,008	13,520	14,153	22,780	2,730	69,790	34,811	1,44,264
Unaided—										
1905-06	43	2,642	2,545	2,015	...	...	...	4,746	11,192	15,938
1904-05	28	1,511	3,682	2,597	...	...	...	3,210	8,306	11,516
Total for 1905-06 ...	427	25,697	24,877	19,699	21,858	59,980	3,272	84,358	50,227	2,19,695
Total for 1904-05 ...	437	25,185	27,303	21,308	21,619	53,318	3,458	92,370	47,214	2,17,979
Grand Total for 1905-06 ...	1,456	147,516	144,457	111,422	2,74,435	1,54,276	15,259	14,78,855	5,06,305	24,29,130
Grand Total for 1904-05 ...	1,464	148,094	148,749	116,924	2,59,514	1,46,141	16,269	14,78,964	4,99,152	24,00,040

EDUCATION TABLE No. 17.

Statement showing the results of the Entrance Examination of Schools for Indian Boys 1905-1906.

Class of Schools.	1905. Number of competing schools.	1905. Number of candidates.	1905. Passed in the First Division.	1905. Passed in the Second Division.	1905. Passed in the Third Division.	1905. Total.	1905. Percentage.	1906. Number of competing schools.	1906. Number of candidates.	1906. Passed in the First Division.	1906. Passed in the Second Division.	1906. Passed in the Third Division.	1906. Total.	1906. Percentage.
Government schools	40	883	71	161	193	425	51·0	41	863	35	102	169	306	38·1
Schools under private management. Aided ...	173	1,171	69	177	293	539	46·0	176	1,202	32	85	198	315	26·2
Schools under private management. Unaided	148	1,901	97	258	361	716	37·6	148	1,805	29	122	244	395	21·8
Total ...	361	3,905*	237	596	847	1,680	43·0	365	3,810	96	309	611	1,016	26·6

* Excluding private and girl candidates.

EDUCATION TABLE No. 18.

Statement showing the results of the Government Collegiate Schools for 1904-1905 and 1905-1906.

Name of School.	Number on the rolls on the 31st March 1904.	1905. Number of candidates.	1905. Number passed in the First Division.	1905. Number passed in the Second Division.	1905. Number passed in the Third Division.	1905. Total.	1906. Number of students in the Entrance class on the 31st December 1905.	1906. Number of candidates.	1906. Number passed in the First Division.	1906. Number passed in the Second Division.	1906. Number passed in the Third Division.	1906. Total.	Merit Marks 1905.	Merit Marks 1906.
Hindu School	122	95	17	10	22	49	125	79	7	12	19	38	37·4	11·4
Patna Collegiate School	29	27	...	5	3	8	22	14	1	1	4	6	3·6	2·1
Hare School	56	36	4	10	9	23	47	27	3	7	2	12	16·8	6·3
Hooghly Collegiate School ...	35	28	3	4	9	16	51	43	1	6	10	17	11·9	8·3
Ravenshaw ,, ,, ...	45	25	3	2	3	8	32	24	...	5	11	16	2·3	10·5
Krishnagar ,, ,, ...	23	12	2	5	2	9	30	12	2	2	5	9	7·0	4·5
Sanskrit ,, ,, ...	23	16	...	5	6	11	26	20	...	2	2	4	7·7	·9
Anglo-Persian Department, Calcutta Madrasah	25	20	3	6	2	11	30	20	2	2	3	7	10·1	3·0
Bethune Collegiate School ...	9	7	...	...	1	1	7	5	...	1	1	2	·1	·8

EDUCATION TABLE No. 19.

Qualification statement of Teachers in Government, Aided and Unaided High Schools for Indian Boys during the year 1905-1906.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passed examinations. M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru Training school.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit title examination.	Madrasah central examination.	Other examinations.	Passing no examination.	Number of vacancies which occurred during the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	41	623	41	133	108	113	53	4	...	4	6	1	...	39	20	46	55	85
Aided	184	1,849	36	268	316	362	147	27	5	71	76	9	8	141	18	54	311	229
Unaided	164	1,882	50	307	330	364	86	14	7	70	75	3	1	146	24	38	367	223
Total ...	389	4,354	127	708	754	839	286	45	12	145	157	13	9	326	62	138	733	537
1904-1905.																		
Government ...	40	607	44	120	97	121	43	1	2	4	10	...	...	43	26	39	63	58
Aided	182	1,836	32	265	303	377	137	27	9	71	75	2	3	125	18	53	339	213
Unaided	165	1,914	60	304	344	373	72	12	7	71	80	5	3	146	24	41	372	218
Total ...	387	4,357	136	689	744	871	252	40	18	146	165	7	6	314	62	133	774	489

Qualification statement of Teachers in Government, Aided and Unaided High Schools for Indian Girls during the year 1905-1906.

Class of Schools.	Number of schools.	Number of teachers employed.	Holders of Certificates of M. A.	B. A.	F. A.	Entrance.	Vernacular mastership. Passed final examination.	Vernacular mastership. Lower grade examination.	Guru Training school.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard IV.	Sanskrit title examination.	Madrasah Central examination.	Other examinations.	Passing no examination.	Number of vacancies which occurred during the year.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	1	11	1	2	2	2	...	...	...	...	...	...	...	...	...	2	2	...
Aided	5	33	1	3	9	5	1	1	...	...	2	...	...	...	...	3	8	7
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	44	2	5	11	7	1	1	...	...	2	...	...	...	...	5	10	7

EDUCATION TABLE No. 20.

PRIMARY EDUCATION.

Statement showing the attendance and expenditure of Upper Primary Schools for Indian boys for 1905-06.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on the 31st March 1906.	Average number on the rolls monthly.	Average daily attendance.	EXPENDITURE FROM—					Total.
					PUBLIC FUNDS.			PRIVATE FUNDS.		
					Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	99	3,928	3,887	2,754	19,656	224	48	1,809	20	21,757
Do by District or Municipal Boards...	97	8,476	8,229	6,453	126	25,363	679	2,361	.....	28,529
Aided by Government or District or Municipal Boards	2,604	118,293	113,131	88,627	39,313	1,37,197	15,144	1,80,692	54,729	4,27,575
Unaided	67	2,992	2,753	2,185	.....	.....	.....	3,310	8,512	11,822
Total for 1905-06	2,867	133,689	128,000	100,019	59,595	1,62,784	15,871	1,88,172	63,261	4,89,683*
Total for 1904-05	2,747	122,624	118,811	89,195	49,132	1,34,529	15,597	1,80,253	63,798	4,43,309

* Including Sambalpur.

EDUCATION TABLE No. 21.

Statement showing the attendance and expenditure of Lower Primary Schools for Indian boys for 1905-06.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on the rolls on the 31st March 1905.	Average number on the rolls monthly.	Average daily attendance.	EXPENDITURE FROM—					Total.
					PUBLIC FUNDS.			PRIVATE FUNDS.		
					Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	3	114	119	89	499	12	.....	75	.....	586
Do. by District or Municipal Boards	5	412	373	296	.....	402	606	121	.....	1,129
Aided by Government or District or Municipal Boards	24,156	668,236	625,818	511,380	94,163	4,71,216	40,515	8,91,635	1,89,988	16,87,517
Unaided	6,634	126,762	113,384	95,707	.....	.....	.....	1,87,104	43,437	2,30,541
Total for 1905-06	30,798	795,524	739,694	607,472	94,662	4,71,630	41,121	10,78,935	2,33,425	19,19,773*
Total for 1904-05	30,551	787,347	838,814	603,418	89,684	4,76,454	40,197	10,73,698	2,39,824	19,19,857

* Including Sambalpur.

EDUCATION TABLE No. 22.

Statement showing the amount of Expenditure incurred on Primary Education for Indian Pupils in the Lower Provinces of Bengal for 1905-1906.

	Number of		Expenditure from—					Total of Public Funds.	Total of Private Funds.
			Public Funds.			Private Funds.			
	Schools.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions and other sources.		
1	2	3	4	5	6	7	8	9	10
Primary Schools (Government and Aided).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For boys ... ... { Upper	2,800	130,697	59,595	1,62,784	15,871	1,84,862	54,749	2,38,250	2,39,611
{ Lower	24,164	670,762	94,662	4,71,630	41,121	8,91,831	1,89,988	6,07,413	10,81,819
Total ...	26,964	801,459	1,54,257	6,34,414	56,992	10,76,693	2,44,737	8,45,663	13,21,430
For girls ... ... { Upper	189	9,494	28,008	3,861	3,297	5,935	50,842	35,166	56,777
{ Lower	2,228	47,823	43,045	54,344	6,998	16,726	56,265	1,04,387	72,991
Total ...	2,417	57,317	71,053	58,205	10,295	22,661	1,07,107	1,39,553	1,29,768
Total for all Primary Schools (including Government, aided and unaided)	36,508	994,160	2,25,310	6,92,619	67,287	12,90,320	4,22,522	9,85,216	17,12,842
Proportionate expenditure of the Primary Departments of all secondary schools for Indian pupils	...	...	1,07,183	72,828	8,185	4,90,124	2,13,031	1,88,196	7,03,155
Grand Total of *Direct Expenditure* on Primary Education for Indian pupils (male and female)	...	...	3,32,493	7,65,447	75,472	17,80,444	6,35,553	11,73,412	24,15,997
Indirect Expenditure.									
(1) Charges for abolished primary schools (including Primary Fund schools)	...	...	1,971	18,243	704	...	...	20,918	...
(2) Charges for buildings and furniture for primary schools, or for Technical or any other schools paid from Primary Funds	...	...	5,07,066	7,861	2,002	...	...	5,16,929	...
(3) Charges for subordinate Inspecting agency	...	...	8,146	75,753	3,138	...	...	87,037	...
(4) Lower Primary scholarships (including other scholarships paid from Primary Fund)	...	...	4,082	32,309	514	...	...	36,905	...
(5) Miscellaneous charges incurred on Primary education, including charges incurred from primary allotments, such as purchase of prize-books, grants to Technical schools, money-order commissions, &c.	...	...	7,570	39,151	2,472	...	...	49,193	...
(6) Charges for the conduct of Lower Primary Scholarship Examination	...	...	17	377	3	...	...	397	...
(7) Add 50 per cent. of actual charges for Sub-Inspectors	...	...	35,291	1,10,713	538	...	...	1,46,542	...
Total of Indirect Expenditure from public funds ...	...	...	5,64,143	2,84,407	9,371	...	...	8,57,921	...
Grand total of direct and indirect expenditure from public funds	...	...	8,96,636	10,49,854	84,843	...	...	20,31,333	...

EDUCATION TABLE No. 23.

Return showing the expenditure from the Primary Grants under District and Municipal Boards and under the Department (including the one per cent. grant), and the general Progress of Primary Education during the year 1905-1906.

District.	Population (Census of 1901).	Amount paid in subsistence allowance.	Amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of Pupils passed from Primary Schools for Indian Boys in—				Of the Pupils in Primary Schools for Indian Boys during 1905-1906.				Remarks.
					Standard IV.		Standard II.		The number in Standard I class.		The number in the third year of Infant class.		
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Burdwan Division.		Rs.	Rs.	Rs.									
Burdwan	1,532,475	11,747	18,360	30,107	1,450	5	2,610	24	4,746	242	5,107	415	
Birbhum	902,280	8,214	5,087	13,301	700	8	1,264	15	3,373	91	3,889	190	
Bankura	1,116,411	18,897	3,855	22,752	792	5	2,086	43	5,789	293	5,139	682	
Midnapore	2,789,114	29,269	24,220	53,489	1,026	34	4,629	198	14,258	955	18,794	1,928	
Hooghly	1,049,282	19,051	5,491	24,542	714	9	1,748	57	4,495	322	4,592	560	
Howrah	850,514	12,090	4,666	16,756	801	6	1,533	20	3,861	255	4,661	443	
Total for 1905-1906 ...	8,240,076	99,268	61,679	1,60,947	5,483	67	13,940	357	36,522	2,158	42,182	4,218	
Total for 1904-1905 ...	8,240,076	95,124	77,968	1,73,092	5,163	93	13,940	378	41,290	2,343	47,590	4,341	
Presidency Division.													
24-Parganas	2,078,340	34,081	14,457	48,538	863	13	4,191	61	8,001	293	8,751	397	
Nadia	1,667,491	23,968	3,552	27,520	721	3	1,501	8	3,209	252	4,284	620	
Murshidabad	1,333,184	11,643	8,231	19,874	680	8	1,881	19	3,136	190	3,775	293	
Jessore	1,813,274	23,159	5,095	28,254	806	4	1,588	29	4,149	306	5,108	493	
Khulna	1,253,043	23,545	4,108	27,653	606	2	1,293	54	3,707	337	4,042	477	
Total for 1905-1906 ...	8,145,332	1,16,396	35,443	1,51,839	3,676	30	9,954	171	22,202	1,378	25,960	2,280	
Total for 1904-1905 ...	8,145,332	1,00,425	34,354	1,37,779	4,111	27	11,240	159	22,787	1,280	26,646	1,995	
Calcutta.													
Calcutta	847,796	11,988	8,759	20,747	407	58	771	116	1,654	505	2,364	889	
Total for 1905-1906 ...	847,796	11,988	8,759	20,747	407	58	771	116	1,654	505	3,364	888	
Total for 1904-1905 ...	847,796	9,654	8,660	18,314	542	82	896	191	1,365	451	1,786	614	
Patna Division.													
Patna	1,624,985	21,123	8,581	29,704	330	13	1,228	13	3,370	186	5,212	388	
Gaya	2,059,933	21,069	10,959	32,028	121	...	952	14	3,086	178	3,772	361	
Shahabad	1,962,696	23,642	9,966	33,608	229	...	763	5	2,215	13	3,184	63	
Saran	2,409,509	20,642	5,561	26,203	214	...	662	10	2,362	90	3,584	254	
Champaran	1,790,463	12,906	4,483	17,389	132	...	378	4	1,568	33	4,261	162	
Muzaffarpur	2,754,790	25,876	6,240	32,116	202	3	1,073	20	3,561	145	5,829	365	
Darbhanga	2,912,611	32,422	7,017	39,439	195	...	836	10	5,998	248	8,417	525	
Total for 1905-1906 ...	15,514,987	1,56,680	52,807	2,09,487	1,423	16	5,892	76	22,160	893	34,259	2,101	
Total for 1904-1905 ...	15,514,987	1,57,672	57,231	2,14,903	1,336	8	6,372	62	25,138	861	36,290	2,207	
Bhagalpur Division.													
Monghyr	2,068,804	26,240	4,341	30,581	193	...	711	30	2,285	186	3,656	509	
Bhagalpur	2,088,953	17,946	6,845	24,791	218	...	675	18	1,739	85	5,149	346	
Purnea	1,874,794	18,145	4,220	22,365	135	1	687	7	1,495	79	2,861	311	
Darjeeling	249,117	12,423	...	12,423	11	...	23	1	347	61	555	23	
Sonthal Parganas	1,809,737	24,997	6,019	31,016	360	22	948	49	2,345	92	3,651	165	
Total for 1905-1906 ...	8,091,405	99,751	21,425	1,21,176	917	23	3,044	105	8,211	503	15,872	1,354	
Total for 1904-1905 ...	8,091,405	94,550	20,570	1,15,120	869	21	3,369	108	9,758	583	20,527	1,816	
Orissa Division.													
Cuttack	2,062,758	29,720	7,156	36,876	424	10	850	37	5,142	162	10,929	449	
Balasore	1,071,197	19,137	2,773	21,910	179	8	388	41	1,818	205	4,107	509	
Angul	191,911	6,762	1,045	7,807	43	...	125	1	576	30	850	91	
Puri	1,017,284	17,123	2,833	19,956	186	...	493	13	1,597	101	2,307	179	
Sambalpur	638,992	...	...	...	...	...	829	32	1,664	225	1,019	221	
Total for 1905-1906 ...	4,982,142	72,742	13,807	86,549	832	18	2,685	124	10,797	723	19,212	1,449	
Total for 1904-1905 ...	4,343,150	68,015	9,809	77,824	808	19	2,113	85	11,106	509	21,982	1,433	
Orissa Tributary Mahals ...	1,947,802	8,021	3,014	11,035	161	...	450	19	1,794	38	3,224	126	
Total for 1905-1906 ...	1,947,802	8,021	3,014	11,035	161	...	450	19	1,794	38	3,224	126	
Total for 1904-1905 ...	1,947,802	8,018	3,128	11,146	146	1	421	9	2,251	43	4,347	192	
Chota Nagpur Division.													
Hazaribagh	1,177,961	17,667	3,582	21,249	111	1	355	12	1,022	53	1,935	89	
Ranchi	1,187,925	22,771	2,829	25,600	204	7	692	66	1,815	255	3,021	375	
Palamau	619,600	10,274	3,845	14,119	62	...	185	12	613	35	1,312	91	
Manbhum	1,301,364	20,844	2,979	23,823	297	...	946	5	2,749	79	3,741	143	
Singhbhum	613,579	17,459	100	17,559	170	3	450	11	1,416	42	3,359	124	
Total for 1905-1906 ...	4,900,429	89,015	13,335	1,02,350	844	11	2,628	106	7,615	464	13,368	822	
Total for 1904-1905 ...	4,900,429	86,076	11,193	97,269	783	11	2,623	72	7,880	459	15,315	1,443	
Grand Total for 1905-1906 ...	52,669,969	6,53,861	2,10,269	8,64,130	13,743	223	39,364	1,074	110,955	6,662	156,441	13,238	
Grand Total for 1904-1905 ...	52,030,977	6,22,534	2,22,913	8,45,447	13,768	262	40,974	1,064	121,575	6,529	174,483	14,441	

EDUCATION TABLE No. 24.

Training Schools.

Statement showing the number of Training Schools for Masters and Mistresses and pupils attending them for 1904-1905 and 1905-1906.

Class of Schools.	1904-1905.										1905-1906.										Percentage of increase or decrease.	
	Government.		District and Municipal Fund.		Aided.		Unaided.		Total.		Government.		District and Municipal Fund.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Training Schools for Masters.	103	1,376	...	...	6	209	1	17	110	1,602	111	1,560	...	...	6	227	1	21	118	1,808	+7·2	+12·8
Training Schools for Mistresses.	...	...	...	...	16	721	3	43	19	764	...	...	...	...	17	806	1	32	18	838	−5·2	+ 9·6
Total ...	103	1,376	...	...	22	930	4	60	129	2,366	111	1,560	...	...	23	1,033	2	53	136	2,646	+5·4	+11·8

EDUCATION TABLE No. 25.

Statement showing attendance and expenditure in Training Schools for 1904-1905 and 1905-1906.

Class of Schools.	Number of Schools.		Number of Pupils.		Expenditure, 1905-1906.					Total.
					From Public Funds.			From Private Funds.		
	1904-05.	1905-06.	1904-05.	1905-06.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees and fines.	Other sources.	
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Training Institutions for Masters—										
Government	103	111	1,376	1,560	1,14,959	949	.....	4,403	100	1,20,411
Aided ...	6	6	209	227	4,270	.....	.....	.....	7,951	12,221
Unaided ...	1	1	17	21	.....	.....	.....	.....	1,548	1,548
Total ...	110	118	1,602	1,808	1,19,229	949	.....	4,403	9,599	1,34,180
Training Schools for Mistresses—										
Government	...	...	...	...	.....	.....	.....	.....	.....	.....
Aided ...	16	17	721	806	26,879	56	143	2,723	38,691	68,492
Unaided ...	3	1	43	32	.....	.....	.....	.....	480	480
Total ...	19	18	764	838	26,879	56	143	2,723	39,171	68,972
Grand Total ...	129	136	2,366	2,646	1,46,108	1,005	143	7,126	48,770	2,03,152
Total Expenditure for 1904-05	...	...	...	...	1,16,011	860	45	7,431	46,902	1,71,249

EDUCATION TABLE No. 26.

Statement showing results of the first-grade Training Schools for 1905-06.

Name of School.	Second grade Certificate.					First grade Certificate.					Total.		Percentage of success.	Percentage of success, 1904-05.
	Candidates examined.	Number passed.				Candidates examined.	Number passed.				Candidates examined.	Passed.		
		High.	Medium.	Low.	Total.		High.	Medium.	Low.	Total.				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Calcutta	72	7	25	11	43	57	5	27	7	39	129	82	63·5	71·4
Hooghly	60	...	22	5	27	45	...	23	4	32	105	59	56·2	67·2
Krishnagar C. M. S. (aided)	11	...	1	1	2	6	...	3	...	3	17	5	29·4	58·3
Total ...	143	7	48	17	72	108	5	58	11	74	251	146	58·1	68·8
Patna	43	3	26	3	32	20	3	11	2	16	63	48	76·2	71·7
Ranchi	29	2	12	2	16	10	...	7	...	7	39	23	58·9	52·6
Cuttack	30	...	4	10	14	25	...	6	11	17	55	31	56·4	62·9
Total ...	102	5	42	15	62	55	3	24	13	40	157	102	64·9	65·8
Grand Total ...	245	12	90	32	134	163	8	83	24	114	408	248	60·7	67·5
Grand Total for 1904-1905 ...	217	19	99	22	140	140	21	69	12	102	357	242	...	.....

EDUCATION TABLE No. 27.

Statement showing the results of English Teachership Examination for 1905-1906.

No examination held.

EDUCATION TABLE No. 28.

Statement showing qualifications of Teachers in Government, Aided and Unaided Middle and Primary Schools for Indian boys and girls during the year 1905-1906.

	Class of School.	Number of schools.	Number of teachers employed.	HOLDERS OF CERTIFICATES. M.A.	B.A.	F.A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru-training school.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Sanskrit Title examination.	Madrassah Central examination.	Other examinations.	Holding no certificate.	Number of vacancies which occurred during the year.	Remarks.
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Boys.	*Middle English.*																			
	Government	32	162	...	1	6	31	40	11	5	8	30	3	...	...	4	2	21	14	
	Aided	471	2,112	2	3	105	412	373	97	36	298	316	47	19	6	1	7	390	203	
	Unaided	137	550	...	...	18	109	83	17	10	66	93	34	14	3	1	1	101	65	
	Total ...	640	2,824	2	4	129	552	496	125	51	372	439	84	33	9	6	10	512	282	
	Middle Vernacular.																			
	Government ...	121	416	...	...	2	21	131	36	16	17	146	22	8	...	...	...	17	31	
	Aided	263	887	...	...	9	76	199	41	22	80	300	22	5	2	...	...	131	95	
	Unaided	43	132	...	...	...	8	29	9	5	4	53	3	2	...	...	...	19	18	
	Total ...	427	1,435	...	...	11	105	359	86	43	101	499	47	15	2	...	...	167	144	
	Upper Primary.																			
	Government ...	196	347	...	...	...	4	22	13	14	12	203	57	6	...	...	...	16	12	
	Aided	2,604	4,399	...	...	1	29	49	109	245	404	1,703	983	374	3	7	1	491	403	
	Unaided	67	132	...	...	2	2	6	6	5	15	41	26	15	...	...	...	14	18	
	Total ...	2,867	4,878	...	...	3	35	77	128	264	431	1,947	1,066	395	3	7	1	521	433	
	Lower Primary.																			
	Government ...	8	19	...	...	...	...	...	...	...	...	8	7	1	...	...	...	3	...	
	Aided	24,156	24,180	...	...	1	15	11	57	1,144	481	1,950	3,577	8,885	9	8	9	8,033	1,639	
	Unaided	6,634	6,612	...	...	...	...	3	6	172	70	250	696	2,060	..	...	1	3,354	289	
	Total ...	30,798	30,811	...	...	1	15	14	63	1,316	551	2,208	4,280	10,946	9	8	10	11,390	1,928	
	Grand Total ...	34,732	39,940	2	4	144	707	946	402	1,674	1,455	5,093	5,477	11,389	23	21	21	12,590	2,787	
Girls.	*Middle English.*																			
	Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Aided	16	84	...	1	4	7	4	...	1	2	15	15	3	...	...	13	19	6	
	Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Total ...	16	84	...	1	4	7	4	...	1	2	15	15	3	...	...	13	19	6	
	Middle Vernacular.																			
	Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	Aided	9	30	...	...	...	1	2	1	...	7	8	2	2	...	...	1	6	1	
	Unaided	3	10	...	...	...	...	1	...	2	...	1	3	1	...	...	2	...	...	
	Total ...	12	40	...	...	...	1	3	1	2	7	9	5	3	...	...	3	6	1	
	Upper Primary.																			
	Government ...	6	12	...	...	...	...	...	...	...	...	2	3	...	...	...	...	...	...	
	Aided	183	391	...	1	3	4	12	6	6	13	76	57	27	3	...	19	164	10	
	Unaided	4	8	...	...	...	1	...	...	1	1	1	...	2	...	...	...	2	...	
	Total ...	193	411	...	1	3	5	12	6	7	14	86	60	29	3	...	19	166	10	
	Lower Primary.																			
	Government ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	
	Aided	2,227	2,007	...	...	1	3	17	18	92	41	256	225	552	6	2	9	785	83	
	Unaided	422	408	...	...	1	1	...	6	4	9	32	54	110	14	...	...	177	6	
	Total ...	2,650	2,416	...	...	2	4	17	24	96	50	288	279	662	20	2	9	963	89	
	Grand Total ...	2,855	2,957	...	2	9	17	36	31	106	73	368	359	697	23	2	44	1,154	113	

EDUCATION TABLE No. 29.

Statement showing the attendance and expenditure of the Institutions teaching Engineering and Surveying for 1905-1906.

Name of Institution.	Number of Institutions.	Number of pupils on the 31st March 1906.	Average monthly roll number.	Expenditure— From public funds. From Provincial revenues.	From District funds.	From Municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
Engineering Colleges.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Civil Engineering College, Sibpur	1	321	342	1,29,249	...	...	22,405	6,262	1,57,916	377 14 8	461 11 10
1904-05 ...	1	339	361	1,13,665	...	...	25,427	...	1,39,092	314 13 9	385 4 8
Government and Aided Survey and Engineering Schools.											
1. Cuttack Survey School	1	91	81	4,143	...	...	1,183	...	5,326	51 2 2	65 11 8
2. Bihar School of Engineering ...	1	125	144	29,222	...	...	3,533	1,556	34,311	202 14 10	238 4 4
3. Angul Survey School (aided) ...	1	27	28	406	...	...	14	...	420	14 8 0	15 0 0
Total ...	3	243	253	33,771	...	...	4,730	1,556	40,057	133 7 8	158 5 2
Total for 1904-05 ...	3	246	285	29,401	...	...	2,995	1,479	33,875	103 2 6	118 13 9
Grand Total for 1905-06 ...	*4	564	595	1,63,020	...	...	27,135	7,818	1,97,973	273 15 8	332 11 7
Grand Total for 1904-05 ...	4	585	646	1,43,066	...	...	28,422	1,479	1,72,967	221 7 5	267 12 0

EDUCATION TABLE No. 30.

Statement showing the attendance and expenditure of the Institutions teaching Art, Industry and Agriculture and Commerce for 1905-1906.

Name of School.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1906.	Average monthly number on the rolls.	Expenditure— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees and fines.	Other sources.	Total.	Average cost per pupil. Cost of public funds.	Total cost.
Art, Industry, Agriculture and Commerce.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1 Government School of Art ...	1	248	201	59,508	...	...	5,947	...	65,455	296 0 10	325 10 4
2. Unaided Schools of Art in Calcutta	3	211	195	...	...	...	4,794	8,398	13,192	...	67 10
Total ...	4	459	396	59,508	...	...	10,741	8,398	78,647	150 4 4	198 13 8
1904-05 ...	4	447	372	38,052	...	...	10,793	7,664	56,509	102 4 2	151 14 5
Government Industrial School.											
1. Ranchi Industrial School ...	1	81	69	4,524	...	...	482	330	5,836	65 9 0	84 9 2
1904-05 ...	1	51	48	3,044	...	...	...	518	3,562	63 6 8	74 3 4
Board Industrial Schools.											
1. Burdwan Technical School ...	* 1	36	39	...	2,057	240	796	458	3,551	58 8 0	91 0 0
2. Khulna " " ...	1	29	30	...	1,903	...	211	...	2,114	63 6 11	70 7 5
3. *All the Technical Schools in Patna	4*	51	52	...	852	...	...	24	876	16 6 1	16 14 1
Total ...	6	116	121	...	4,812	240	1,007	482	6,541	41 12 0	54 0 11
1904-05 ...	5	88	92	...	2,582	240	599	482	3,903	30 10 9	43 4 8
Aided Industrial Schools.											
Burdwan	1	21	29	100	1,098	...	284	1,230	2,712	41 3 0	93 5 3
Presidency	1	21	20	360	...	...	...	5,532	5,892	18 0 0	294 9 7
Calcutta	4	258	223	1,496	...	50	...	5,852	7,398	6 14 11	33 2 9
Orissa	2	93	77	605	40	...	...	1,010	1,655	8 6 0	21 7 10
Chota Nagpur	17	303	279	869	795	24	...	4,311	5,999	5 10 11	20 1 1
Total ...	25	696	628	3,430	1,933	74	284	17,935	23,656	8 10 6	37 10 8
1904-05 ...	19	497	493	2,345	2,302	625	78	18,911	24,261	10 11 1	49 3 9
Unaided Industrial Schools.											
Burdwan	2	20	26	...	...	...	200	620	820	...	31 8 7
Chota Nagpur	7	85	84	...	...	...	...	...	...	...	...
Total ...	9	105	110	...	...	...	200	620	820	...	7 7 3
Total for 1904-05 ...	5	145	150	...	...	...	50	810	860	...	5 11 8
Grand Total of Industrial Schools for 1905-06.	41	998	928	7,954	6,745	314	1,973	19,867	36,853	16 2 10	39 11 4
Grand Total of Industrial Schools for 1904-05.	30	78	783	5,389	4,884	865	727	20,721	32,586	14 3 7	41 9 10
Agriculture.											
The Agricultural class attached to the Civil Engineering College, Sibpur.	1	23	24	8,057	...	...	1,040	...	9,097	335 11 4	379 0 8
Rai-Agricultural School (Midnapur) ...	1	3	3	...	360	...	...	...	360	120 0 0	120 0 0
Total ...	2	26	27	8,057	360	...	1,040	...	9,457	311 11 10	350 4 1
Total for 1904-05 ...	2	30	28	8,959	360	...	728	...	10,047	332 13 1	358 13 1
Unaided Commercial Schools in Calcutta	2	109	105	...	...	...	4,676	158	4,834	...	46 0 7
1904-05 ...	3	134	125	...	...	...	5,056	425	5,481	...	43 13 7

*Three in Saran and one in Darbhanga.

EDUCATION TABLE No. 31.

FEMALE EDUCATION.

Statement showing the number of Girls in Primary and Secondary Schools for Indian pupils for 1904-1905 and 1905-1906.

	1904-1905.		1905-1906.	
	Schools.	Pupils.	Schools.	Pupils.
Managed by Government	2	196	8	634
Ditto District or Municipal Boards	.....	.....	.....	.....
Aided by Government or by District or Municipal Boards.	2,182	54,743	2,440	59,302
Unaided	379	6,493	429	7,819
Total ...	2,563	61,432	2,877	67,755
Girls in Boys' schools	.....	43,512	.....	43,446
GRAND TOTAL ...	.....	104,944	...	111,201
Deduct Boys in Girls' schools ...	.....	2,398	.....	2,123
Net number of Girls	.....	102,546	.....	109,078

EDUCATION TABLE No. 32.

Statement showing the number of Girls attending different classes of Schools for Indian pupils for the last five years.

YEAR.	High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
1901-1902 ...	434	121	1,188	9,494	52,069	63,306
1902-1903 ...	439	179	1,008	9,419	65,651	76,696
1903-1904 ...	492	238	901	11,157	101,320	114,108
1904-1905 ...	522	1,372	854	12,465	87,333	102,546
1905-1906 ...	556	1,463	826	14,064	92,169	109,078

EDUCATION TABLE No. 33.

Statement showing the attendance and expenditure of Secondary and Primary Schools for Indian girls for 1905-1906.

CLASS OF SCHOOL.	Number of schools.	Number on the rolls on 31st March 1906.	Average monthly roll number.	Average daily attendance.	EXPENDITURE— From public funds. Provincial revenues.	District funds.	Municipal funds.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11
Managed by Government	8	634	593	484	Rs. 18,850	Rs. ...	Rs. ...	Rs. 3,890	Rs. ...	Rs. 22,740
Ditto by District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	2,440	59,302	56,414	42,587	98,181	58,433	11,320	41,933	1,46,516	3,56,383
Unaided	429	7,819	7,112	5,904	...	...	...	617	20,097*	20,714
Total for 1905-1906 ...	2,877	67,755	64,119	48,875	1,17,031	58,433	11,320	46,440	1,66,613	3,99,837
Do. for 1904-1905 ...	2,563	61,432	58,477	44,338	94,906	1,86,784 / 51,784	9,318	33,355	2,18,053 / 1,67,743	3,57,106
Do. for 1903-1904 ...	2,367	56,753	52,003	40,285	87,363	1,56,008 / 44,101	8,277	34,012	2,01,098 / 1,68,375	3,42,128
Do. for 1902-1903 ...	1,797	45,551	41,627	31,376	79,389	1,29,741 / 33,700	6,954	29,746	2,02,337 / 1,74,277	3,24,066
Do. for 1901-1902 ...	1,454	37,242	35,151	26,269	70,459	1,20,043 / 22,406	6,934	27,798	2,04,023 / 1,71,715	2,99,312
						99,799			1,33,513	

* Including Rs. 4 0 from Native State revenues.

EDUCATION TABLE No. 34.

European Schools and Scholars.

Class.	31st March 1905.				31st March 1906.			
	Number of schools.	Number of Scholars.			Number of schools.	Number of Scholars.		
		Boys.	Girls.	Total.		Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools. Government	2	210	80	290	2	164	117	281
Secondary Schools. Aided	44	2,876	2,813	5,689	39	2,636	2,631	5,267
Secondary Schools. Unaided	5	871	21	892	3	826	...	826
Secondary Schools. Total	51	3,957	2,914	6,871	44	3,626	2,748	6,374
Primary Schools. Aided	23	573	817	1,390	23	635	779	1,414
Primary Schools. Unaided	2	5	20	25	2	6	9	15
Primary Schools. Total	25	578	837	1,415	25	641	788	1,429
Government Schools	2	210	80	290	2	164	117	281
Aided Schools	67	3,449	3,630	7,079	62	3,271	3,410	6,681
Unaided Schools	7	876	41	917	5	832	9	841
Grand Total of all Schools	76	4,535	3,751	8,286	69	4,267	3,536	7,803

EDUCATION TABLE No. 35.

Expenditure upon European Schools.

	1904-1905.		1905-1906.	
	Government Expenditure.	Total Expenditure.	Government Expenditure.	Total Expenditure.
1	2	3	4	5
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.
Training College	.....	.....	1,886	1,886
Commercial Schools	.....	.....	200	3,770
Government Schools (Secondary)	23,597	35,441	39,646	49,572
Secondary Schools	(a) 1,34,955	3,17,245	(b) 1,45,563	4,96,862
Primary Schools	22,669	53,326	29,115	80,449
Pupil Teachers	625	625	350	350
Total	1,81,756	4,06,637	2,16,760	6,32,889
INDIRECT EXPENDITURE.				
Boarding Charges	(c) 52,289	6,15,643	(d) 28,614	4,56,341
Building and Furniture	1,14,494	3,11,993	59,031	2,23,382
Scholarships	6,862	6,862	5,908	5,908
Cadets	6,092	6,318	6,924	7,406
Annual Examination	1,371	5,944	2,483	4,473
Superintendence	13,841	13,841	13,002	13,002
Contingencies and Miscellaneous	9,629	83,176	(e) 8,971	72,161
Total	2,04,578	10,43,777	1,24,933	7,82,673
Grand Total	3,86,334	14,50,414	3,41,693	14,15,562

(a) This amount includes a special Imperial grant of Rs. 20,000 and Rs. 1,800 for the College Department of St. Paul's School, Darjeeling, not paid through this office.

(b) This amount includes a special Imperial grant of Rs. 20,000 and Rs. 1,800 for the College Department of St. Paul's School, Darjeeling, not paid through this office.

(c) Appropriated as follows:—Rs. 1,920 by the Training College, Rs. 12,569 by the Victoria School and Rs. 9,177 by the Dow Hill School, Rs. 7,200 by the E. F. O. Asylum and Rs. 21,423 of Government maintenance grants applied by the aided schools towards this object.

(d) Appropriated as follows:—Rs. 4,980 by the Training College, Rs. 14,406 by the Victoria School and Rs. 9,228 by the Dow Hill School.

(e) This amount transferred towards this object from the maintenance and other Government grants to aided schools.

EDUCATION TABLE No. 36.

European Schools classified according to control.

Management.	31st March 1905.			31st March 1906.		
	Schools.	Scholars.	Percentage of the total number of scholars.	Schools.	Scholars.	Percentage of the total number of scholars.
1	2	3	4	5	6	7
Government	2	290	3·50	2	281	3·60
Church of England	12	1,437	17·34	11	1,348	17·28
Church of Scotland	1	125	1·51	1	140	1·79
Roman Catholic	30	4,472	53·97	28	4,416	56·59
Non-Conformist	7	629	7·59	7	553	7·09
Undenominational	4	293	3·53	4	299	3·83
Railway	15	641	7·74	12	493	6·32
Jewish	1	172	2·08	1	164	2·10
Armenian	1	97	1 17	...	...	...
Private	3	130	1·57	3	109	1·40
Total ...	76	8,286	100·00	69	7,803	100·00

EDUCATION TABLE No. 37.

High School and Scholarship Examination.

	1904.									1905.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 17 years of age. Boys ...	6	26	...	3	3	8	14	53·8	2	5	24	1	4	3	2	9	39·1	5
Girls ...	8	15	...	...	6	3	9	64·3	6	10	16	...	...	3	2	5	31·2	3
Total ...	14	41	...	3	9	11	23	56·1	8	15	40	1	4	6	4	14	35·9	8
Candidates 17 years of age and upwards. Boys ...	6	36	...	1	6	5	12	33·3	...	5	18	...	1	1	2	4	22·2	...
Girls ...	13	32	...	1	14	4	19	59·4	...	10	18	1	...	...	2	2	11·8	...
Total ...	19	68	...	2	20	9	31	45·6	...	15	36	1	1	1	4	6	17·1	...
Both Classes ...	22	109	...	5	28	20	54	49·5	8	17	76	2	5	7	8	20	27·0	8

EDUCATION TABLE No. 38.

Middle School Examination.

	1904.									1905.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age. Boys ...	12	43	...	5	10	14	29	67·4	9	...	...	...	...	...	...	...	...	...
Girls ...	14	29	1	...	8	14	22	78·6	3	...	...	...	...	...	...	...	..	...
Total ...	26	72	1	5	18	28	51	71·8	12	...	...	...	...	...	...	...	...	...
Candidates 15 years of age and upwards. Boys ...	16	90	3	...	18	29	47	54·0	...	8	49	3	1	3	1	5	10·2	...
Girls ...	23	78	3	...	5	25	30	40·0	...	17	36	...	...	1	8	9	25·7	...
Total ...	39	168	6	...	23	54	77	47·5	...	25	85	4	1	4	9	14	17·2	...
Both Classes ...	39	240	7	5	41	82	128	54·9	12	25	85	4	1	4	9	14	17·2	...

EDUCATION TABLE No. 39.

(MUHAMMADAN EDUCATION.)

Statement showing the number of Muhammadan Pupils in different Classes of Institutions during 1904-1905 and 1905-1906.

CLASS OF INSTITUTION.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1904-1905.	1905-1906.	1904-1905.	1905-1906.	1904-1905.	1905-1906.
Public Institutions.						
Arts Colleges	6,400	5,675	395	360	6·1	6·3
Professional Colleges	2,275	2,159	102	94	4·5	4·3
High schools	82,392	82,174	7,278	7,075	8·8	8·6
Middle English schools	48,362	48,059	4,215	4,209	8·7	8·7
,, Vernacular schools ...	25,897	26,415	2,672	2,452	10·3	9·2
Upper Primary schools	133,320	144,544	14,409	15,818	13·6	13·7
Lower ,, ,, ...	837,242	851,015	117,908	1,20,723		
Training schools	2,442	2,672	117	139	4·7	5·2
Technical ,, ...	10,892	11,266	1,009	904	6·6	8·0
Madrasahs	1,280	1,243	1,280	1,243	100·0	100·0
Total ...	1,150,412	1,175,257	149,385	153,052	12·9	13·0
Private Institutions.						
Advanced	17,522	17,351	8,732	8,501	49·8	48·9
Elementary, teaching Vernacular	25,964	26,819	2,234	2,472	8·6	9·2
Teaching the Koran only	5,414	6,327	5,413	6,322	100·0	99·9
Other schools not conforming to departmental standards.	5,941	6,524	1,017	1,458	17·1	22·3
Total ...	54,841	57,021	17,396	18,853	31·7	33·0
GRAND TOTAL ...	1,205,253	1,232,278	166,781	171,905	13·8	13·9

EDUCATION TABLE No. 40.

(MUHAMMADAN EDUCATION.)

Statement showing the results of the Central Examination of Madrasahs during 1905-1906.

NAME OF MADRASAH.	1904-05.					1905-06.				
	Number of candidates.	Passed in the—				Number of candidates.	Passed in the—			
		First division.	Second division.	Third division.	Total.		First division.	Second division.	Third division.	Total.
1	2	3	4	5	6	7	8	9	10	11
Calcutta	76	36	10	12	58	68	26	9	18	53
Hooghly	29	10	4	3	17	28	7	3	5	15
Sasaram	5	...	...	...	...	5	...	...	1	1
Total ...	110	46	14	15	75	101	33	12	24	69

EDUCATION TABLE No. 41.

(MUHAMMADAN EDUCATION.)

Statement showing the success attained by Muhammadan candidates at the different University and Departmental Examinations for 1905-1906.

EXAMINATION.	NUMBER OF SUCCESSFUL CANDIDATES.				PERCENTAGE OF MUHAMMADANS—			
	Muhammadans.		Total.		Among successful candidates.		Under instruction.	
	1904-05.	1905-06.	1904-05.	1905-06.	1904-05.	1905-06.	1904-05.	1905-06.
1	2	3	4	5	6	7	8	9
M.A	5	2	36	69	13·8	2·8		
B.A.	25	33	365	400	6·8	8·2	6·1	6·3
F.A.	28	33	695	702	4·0	4·7		
Entrance	117	50	1,715	1,034	6·8	4·8	8·8	8·6
Middle Scholarship* ...	923	684	8,847	7,813	10·4	8·7	9·2	8·9
Upper Primary* ...	1,558	1,409	9,237	13,984	15·8	10·0	13·6	13·7
Lower „ * ...	6,400	4,839	43,037	40,438	14·8	11·9		
Total ...	9,056	7,050	63,932	64,440	14·1	10·9	13·8	12·9

* The figures refer to the results of the several standard examinations.

EDUCATION TABLE No. 42.

SUBSIDIARY TABLE III.

Statement showing the progress in education made by pupils of aboriginal and backward races, and of the indigent classes of different creed and caste in Bengal for 1905-1906.

No	CASTE AND CREED OF THE PUPILS OF INDIGENT CLASSES.	TOTAL NUMBER OF SUCH PUPILS (ON THE 31ST MARCH 1906) ATTENDING INSTITUTIONS.			WHO PASSED IN 1905-1906 AT THE—											
					ENTRANCE EXAMINATION.		STANDARD VI OR MIDDLE STANDARD.		STANDARD IV OR UPPER PRIMARY STANDARD.		STANDARD II OR LOWER PRIMARY STANDARD.		TOTAL.			
		Public.	Private.	Total.	Number passed.	Number gained scholarships.	Number passed.	Number gained scholarships.	Number passed.	Number gained scholarships.	Number passed.	Number gained scholarships.	Number of scholarships gained.			
1	2	3	4	5	6	7	8		9		10		11		12		13		14	
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	Hindus (*bonâ fide* low classes)	41,505	830	42,335	...	...	80	...	1	...	144	1	6	1	863	12	36	2	43	3
2	Muhammadans (*bonâ fide* indigent classes).	19,382	1,789	21,171	...	...	21	...	6	...	39	...	3	...	341	8	19	...	28	...
3	Native Christians (non-aboriginal and *bonâ fide* in indigent classes).	2,461	44	2,505	...	...	13	3	2	1	23	11	...	...	82	20	...	2	2	3
4	Native Christians (aboriginal)	8,998	344	9,342	...	...	81	6	3	1	162	18	3	2	328	86	8	3	14	6
5	Aboriginal (non-Christians) ...	33,787	191	33,978	...	...	48	...	2	...	145	...	1	...	745	3	32	...	35	...
	Other backward Races.																			
6	Tharus	23	...	23	...	...	...	...	...	...	...	...	...	...	3	...	...	..	...	...
7	Lepchas	151	22	173	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	(Hindu) Oraons	38	...	38	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9	Paharya	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION TABLE No. 43.

(PHYSICAL TRAINING).

Statement showing the names of High Schools, Division by Division, in which drill was not systematically practised during 1905-1906.

BURDWAN DIVISION.

District.	Name of Schools.	Government Aided or Unaided.
Bankura ...	Indus	Unaided.
Midnapore ...	Monglapota	Do.

PRESIDENCY DIVISION.

Jessore ...	Bidyanundkati	Aided.
	Panjea	Unaided.
	Naldanga Bhushan	Do.
	Bagutia Bibhagdi	Do.
	Itua	Do.
	Siddipasa	Do.
	Gangarampore	Do.
Khulna ...	Miksimil	Do.
	Rangdia	Do.
	Senhati	Do.
	Khaliskhali Magura	Do.

CALCUTTA.

Calcutta ...	American Methodist Institution ...	Unaided.
	Athenæum Institution	Do.
	Bangabasi Collegiate School ...	Do.
	Brahmo Boys' Boarding ...	Do.
	Calcutta Academy	Do.
	Calcutta High	Do.
	City Collegiate School, Sabhabazar Branch	Do.
	Cotton Institution	Do.
	Kalighat High	Do.
	Khelat Chandra, Calcutta Institution	Do.
	Kumar Radha Prasad Institution ...	Do.
	L. M. S. Institution, Bhowanipore ...	Do.
	Md. Laiks' Jubilee Institution ...	Do.
	Metropolitan Institution, Bowbazar Branch	Do.
	Mitra Institution	Do.
	New Indian School	Do.
	Ripon Collegiate School ...	Do.
	Sils' Free School	Do.
	Syambazar Vidyasagar School ...	Do.
	St. Marys' School	Do.
	Srikrishna Pathsala	Do.
	Vidyasagar Institution	Do.

PATNA DIVISION.

Patna	Diamond Jubilee High English School	Unaided.
	Aryan Anglo-Sanskrit, Dinapore ...	Do.
Darbhanga ...	Bengali-English School ...	Do.

BHAGALPUR DIVISION.

Bhagalpur ...	Bhagalpur Madrasah	Unaided.

ORISSA DIVISION.

Nil.

ORISSA TRIBUTARY MAHALS.

Nil.

CHOTA NAGPUR DIVISION.

Hazaribagh ...	D. U. M. Collegiate School ..	Unaided.

Subsidiary Table I.

Return of Schools aided from the Grant-in-aid Allotment, the Circle Grant, and the Government Estates Grant, in the Lower Provinces of Bengal during the year 1905-1906.

Class of Schools.	Number of schools.	Number of scholars.	Received from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Remarks.
1	2	3	4	5	6	7	8	9	10	11
A.—Grant-in-aid Schools (Departmental).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
For boys ... High English	170	28,101	80,471	60	4,985	3,69,997	81,129	47,784	5,84,426	
Middle ,, ...	75	6,495	21,333	396	3,635	35,994	36,895	3,443	1,01,696	
,, vernacular	39	3,376	7,095	...	1,848	20,995	8,290	1,446	39,674	
Upper primary	113	4,352	22,810	224	124	1,902	2,247	615	27,922	
Lower ,, ...	274	7,915	12,357	24	602	2,670	6,428	266	22,347	
Total ...	670	50,239	1,44,066	704	11,194	4,31,558	1,34,989	53,554	7,76,065	
For girls ... High English	5	397	16,600	...	384	13,266	1,702	7,259	39,211	
Middle ,, ...	16	1,462	11,606	120	803	5,743	24,453	3,652	45,877	
,, vernacular	7	542	2,691	...	388	323	2,201	207	5,760	
Upper primary	104	6,808	27,666	260	2,885	5,510	27,966	18,821	83,108	
Lower ,, ...	208	8,078	32,688	32	1,526	12,801	22,542	21,350	90,939	
Total ...	340	17,287	91,251	412	5,436	37,643	78,864	51,289	2,64,895	
Special Schools—										
Training Schools. For masters	107	1,253	69,658	350	...	4,340	6,248	1,400	81,996	
,, mistresses	17	806	26,879	56	143	2,723	13,104	25,587	68,492	
Other special schools	60	1,552	13,442	1,258	1,771	1,344	11,020	10,181	39,016	
Total for special schools ...	184	3,611	1,09,979	1,664	1,914	8,407	30,372	37,168	1,89,504	
Grand Total for 1905-1906 ...	1,194	71,137	3,45,296	2,780	18,544	4,77,608	2,44,225	1,42,011	12,30,464	
Ditto for 1904-1905 ...	1,226	73,481	2,88,004	2,565	18,482	4,68,442	2,46,520	1,01,069	11,25,082	
B.—Circle Schools (Departmental).										
For boys ... Middle vernacular	45	2,081	7,228	...	...	3,703	654	307	11,893	
Upper primary	49	1,990	4,424	383	...	2,527	228	52	7,614	
Lower ,, ...	1	32	75	...	...	49	...	...	124	
Total ...	95	4,103	11,727	383	...	6,279	882	359	19,630	
For girls ... Middle vernacular	...	...	...	...		...	...	...	...	
Upper primary	...	...	...	...	...	...	...	...	...	
Lower ,, ...	...	...	...	...	...	...	...	...	...	
Total ...	...	...	...	...	...	...	...	...	...	
Grand Total of Circle Schools for 1905-1906	95	4,103	11,727	383	...	6,279	882	359	19,630	
Ditto ditto for 1904-1905	94	3,769	10,513	188	...	7,131	1,398	62	19,292	
C.—Government Estates Schools.										
For boys ... Middle vernacular	...	...	...	...	...	...	...	...	...	
Upper primary	228	10,733	26,763	4,293	1,122	12,467	1,583	720	46,948	
Lower ,, ...	1,851	47,839	40,142	14,666	4,622	58,394	4,767	7,036	1,29,629	
Total ...	2,079	58,572	66,905	18,959	5,744	70,861	6,350	7,758	1,76,577	
For girls ... Middle vernacular	...	...	...	...	...	...	...	...	...	
Upper primary	16	403	1,158	706	...	...	47	978	2,889	
Lower ,, ...	103	2,529	7,035	1,350	1,204	833	414	327	11,163	
Total ...	119	2,932	8,193	2,056	1,204	833	461	1,305	14,052	
Special schools	5	77	1,035	...	...	14	18	6	1,073	
Grand Total of Government Estates Schools for 1905-1906.	2,203	61,581	76,133	21,015	6,948	71,708	6,829	9,069	1,91,702	
Ditto for 1904-1905 ...	2,039	56,239	56,841	21,967	6,192	65,662	5,604	8,007	1,64,273	

Subsidiary Table II(*a*).

Return of Expenditure from Provincial Revenues (including the amount, if any, sanctioned from 10 lakhs Imperial grant, and the one per cent. grant for Primary Education in Government Estates) allotted for Primary Education in Non-Board Districts or Areas in the Lower Provinces of Bengal for Native Schools during the year 1905-1906.

[Schools aided under the Grant-in-aid Rules and the Circle Fund Schools are to be excluded.]

A.—PRIMARY SCHOOLS.

Class of Schools.	Number of schools.	Number of pupils on 31st March.	Amount paid in—		Total.
			Subsistence allowance.	Payments made at the close of the year on the general condition of the schools.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... Upper primary ...	356	16,374	25,831	4,119	29,950
For boys ... Lower ,, ...	2,220	62,111	68,524	7,135	75,659
For girls ... Upper primary ...	14	608	1,571	72	1,643
For girls ... Lower ,, ...	271	6,386	9,546	814	10,360
Total for 1905-1906 ...	2,861	85,479	1,05,472	12,140	1,17,612
Total for 1904-1905 ...	2,795	81,496	95,782	13,456	1,09,238

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1905-1906.	1904-1905.
	Rs.	Rs.
Total payments made to primary schools	1,17,612	1,09,238
Payments to primary schools under the District Board or Department, or such as are not included in the above tables	8,791	5,911
Charges for abolished schools	1,616	1,563
Buildings and furniture	3,468	6,866
Subordinate inspecting agency	8,146	8,393
Scholarships	2,475	2,424
Miscellaneous*	6,995	8,105
Total payments ...	1,49,103	1,42,500
Add 80 per cent. of the actual charges on account of Sub-Inspectors	21,626	14,906
Grand Total ...	1,70,729	1,57,406
Total allotment for primary education under the Department	1,50,513	1,43,448

* Details of "Miscellaneous."	1905-1906.	1904-1905.
	Rs.	Rs.
Contributions to schools other than primary schools	3,175	3,356
Amount spent on prize-books for primary school pupils	652	1,535
Commission for money-orders	1,022	698
Examination charges	17	41
Stipends held in training and technical school and in professional colleges ...	...	...
Contingencies	2,149	2,205
Total ...	6,995	8,105

Details of different funds.	Allotment for 1905-1906.	Expenditure.	Savings.	Excess.	Remarks.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
Allotment for primary education in non-Board districts, municipalities and cantonments, originally made by the Director of Public Instruction.	82,734	82,345	389	...	
The amount sanctioned from the Imperial grant and placed at the disposal of the District Officer.	24,700	23,778	922	...	
Additional allotments, if any, made subsequently under separate orders.	500	500	...	...	
Santhal Education Fund	10,300	10,343	...	43	
One per cent. grant	32,279	32,137	14	...	
Total ...	1,50,513	1,49,103	1,453	43	
Net savings or excess ...			1,410	...	

Subsidiary Table II(*b*).

***Return of Expenditure from District Funds** (including the amount, if any, sanctioned from the 10 lakhs Imperial grant) allotted for Primary Education under the control of the District Boards in the Lower Provinces of Bengal during the year 1905-1906.*

[Schools aided under the Grant-in-aid Rules are to be excluded.]

(B)—PRIMARY SCHOOLS.

Class of Schools.	Number of schools.	Number of pupils on 31st March.	Amount paid in—		Total.
			Subsistence allowance.	Payments made at the close of the year on the general condition of the schools.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... Upper primary ...	2,053	92,570	1,05,197	30,234	1,35,431
For boys ... Lower „ ...	20,791	568,271	3,33,570	1,35,478	4,69,048
For girls ... Upper primary ...	68	1,516	3,504	287	3,791
For girls ... Lower „ ...	1,702	32,035	47,353	6,723	54,076
Total for 1905-1906 ...	24,614	694,392	4,89,624	1,72,722	6,62,346
Total for 1904-1905 ...	24,461	687,077	4,72,249	1,85,401	6,57,650

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1905-1906.	1904-1905.
	Rs.	Rs.
Total payments made to primary schools	6,62,346	6,57,650
Payments to primary schools under the District Board or the Department, or such as are not included in the above table	4,508	4,272
Charges for abolished schools	18,053	17,465
Buildings and furniture	7,861	8,108
Subordinate inspecting agency	75,753	73,292
Scholarships	30,826	22,898
Miscellaneous*	41,011	42,712
Total payments ...	8,40,358	8,26,397
Add 80 per cent. of the actual charges on account of Sub-Inspectors	1,10,713	1,33,070
Grand Total ...	9,51,071	9,59,467
Total allotment for primary education under the District Board	12,00,692	10,60,285

* Details of "Miscellaneous."	1905-1906.	1904-1905.
	Rs.	Rs.
Contributions to schools other than primary schools	2,188	2,157
Amount spent on prize-books for primary school pupils	10,381	12,234
Commission for money-orders	8,787	9,044
Examination charges	377	1,693
Stipends held in Training and Technical schools and in Professional Colleges	5,075	6,701
Contingencies	14,203	10,883
Total ...	41,011	42,712

Budget heads of expenditure.	Allotment for 1905-1906.	Expenditure.	Savings.	Excess.	Remarks.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	
I. Inspection—					
(1) Salaries and travelling allowances of Sub-Inspectors, including wages of servants; office expenses, including purchase and repairs of furniture, and miscellaneous charges.	1,64,062	1,38,392	25,670	...	
(2) Subordinate Inspecting Agencies	79,706	75,753	3,953	...	
I. Grants for Primary schools aided under other rules, &c., for stipends to boys' and girls' schools, including prizes, stipends to gurus under instruction in training schools, scholarships lower primary and others, and cost of examination conducted for selection of candidate for lower primary scholarship examinations, and miscellaneous charges.	2,14,035	2,14,664	...	629	
(a) Grant actually made from District fund	3,12,497	3,12,497	...	...	
(b) Amount of the Imperial grant	4,21,693	2,29,592	1,92,101	...	
V. Contingencies for primary education	8,699	7,852	847	...	
Total ...	12,00,692	9,78,750	2,22,571	629	
		Net savings ...	2,21,942		

EDUCATION—SUBSIDIARY TABLE VIII.

Summary for the whole Province.

Statement showing the state of Education and the Expenditure incurred on it during the year 1905-1906.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1906.	Number of pupils on the rolls on the 31st March 1906.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	42	10,675	181	1,70,519	250	...	2,42,843	7,949	4,21,566	38·8	1,725	...
Aided ...	189	30,572	375	88,511	2,619	6,621	4,22,359	1,29,408	6,50,018	21·	2,622	...
Unaided ...	164	37,635	...	...	...	...	5,27,464	1,54,137	6,81,601	18·	2,706	...
Total ...	395	78,882	556	2,59,030	2,869	6,621	11,93,171	2,91,494	17,53,185	22·	7,053	...
Middle English ... Government ...	32	2,504	16	7,345	9,203	782	12,865	3,548	33,743	13·3	321	...
Aided ...	487	31,721	1,411	29,639	82,344	5,271	1,81,953	1,42,026	4,41,233	13·3	2,967	...
Unaided ...	137	8,733	36	...	...	...	29,407	56,076	85,483	9·7	887	...
Total ...	656	42,958	1,463	36,984	91,547	6,053	2,24,225	2,01,650	5,60,459	12·6	4,175	...
Middle vernacular ... Government ...	121	7,706	16	7,562	36,253	1,233	17,297	3,666	66,031	8·5	680	...
Aided ...	272	15,247	665	16,837	23,835	2,357	62,638	37,712	1,43,379	9·	1,633	...
Unaided ...	46	2,636	145	...	...	...	4,751	12,560	17,311	6·2	139	...
Total ...	439	25,589	826	24,399	60,088	3,610	84,686	53,938	2,26,721	8·5	2,452	...
Upper primary Aided	2,989	1,26,433	13,758	87,603	1,66,645	19,168	1,90,797	1,05,591	5,69,804	4·2	15,677	...
Unaided	71	2,844	306	...	...	...	3,430	11,458	14,888	4·7	171	...
Total ...	3,060	1,29,277	14,064	87,603	1,66,645	19,168	1,94,227	1,17,049	5,84,692	4·	15,848	...
Lower primary Aided	26,392	6,37,682	78,903	1,37,707	5,25,974	48,119	9,08,557	2,46,253	18,66,610	2·6	1,09,500	...
Unaided	7,056	1,20,968	13,266	...	...	...	1,87,596	59,220	2,46,816	1·8	11,203	...
Total ...	33,448	7,58,650	92,169	1,37,707	5,25,974	48,119	10,96,153	3,05,473	21,13,426	2·4	1,20,723	...
Special ... ... Training ...	136	1,784	862	1,46,108	1,005	143	7,126	48,770	2,03,152	76·7	139	...
Industrial ...	41	969	29	7,954	6,745	314	1,973	19,867	36,853	36·9	222	...
Other ...	483	11,265	156	1,72,560	2,297	3,430	53,344	97,963	3,29,594	30·1	1,927	...
Total ...	660	14,018	1,047	3,26,622	10,047	3,887	62,443	1,66,600	5,69,599	38·1	2,288	...
Total for Public Institutions ...	38,658	10,49,374	1,10,125	8,72,345	8,57,170	87,458	28,54,905	11,36,204	58,08,082	5·	1,52,539	...
Private Institutions	5,215	54,452	2,569	...	...	...	...	...	...	...	18,853	...
Inspection	...	...	...	2,62,652	2,14,259	3,810	...	7,897	4,88,618	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	4,29,743	1,06,633	10,337	1,69,426	3,15,985	10,32,324	...	...	...
GRAND TOTAL FOR 1905-1906 ...	43,873	11,03,816	1,12,694	15,64,740	11,78,262	1,01,605	30,24,331	14,60,086	73,29,024	6·	1,71,392	...
GRAND TOTAL FOR 1904-1905 ...	43,088	10,81,973	1,06,049	12,55,549	11,50,315	99,357	30,14,974	13,72,367	68,62,562	5·7	1,66,220	...

BURDWAN DIVISION.

Male population ... 4,116,952
Female ditto ... 4,123,124

Total ... 8,240,076

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 617,542).

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	7	2,133	...	17,383	250	...	59,274	2,027	69,934	32·7	221	...
Aided ...	74	12,410	6	25,874	1,084	3,469	1,66,704	34,604	2,31,735	18·6	518	...
Unaided ...	43	7,930	...	...	...	...	78,456	47,215	1,25,671	15·8	294	...
Total ...	124	22,473	6	43,257	1,334	3,469	2,95,434	83,846	4,27,340	19·	1,033	...
Middle English ... Government ...	14	1,132	15	...	4,091	782	6,915	735	12,523	10·9	93	...
Aided ...	206	13,492	187	3,541	37,310	1,673	81,786	48,745	1,73,055	12·7	777	...
Unaided ...	56	3,245	16	...	...	...	13,190	17,592	30,782	9·5	273	...
Total ...	276	17,869	218	3,541	41,401	2,455	1,01,891	67,072	2,16,360	11·9	1,143	...
Middle vernacular ... Government ...	17	1,252	1	...	3,388	...	5,216	502	9,106	7·2	91	...
Aided ...	91	5,288	100	3,790	8,206	1,164	23,324	11,883	48,367	8·9	262	...
Unaided ...	16	993	4	...	...	...	3,400	2,204	5,604	5·5	52	...
Total ...	124	7,533	105	3,790	11,594	1,164	31,940	14,589	63,077	8·2	405	...
Upper primary ... Aided	1,084	42,691	4,551	13,261	39,437	4,422	74,381	22,114	1,53,615	3·3	3,218	...
Unaided	20	782	41	...	...	...	1,331	2,805	4,136	5·	21	...
Total ...	1,104	43,473	4,592	13,261	39,437	4,422	75,712	24,919	1,57,751	3·3	3,239	...
Lower primary ... Aided	6 755	167,270	20,097	13,532	98,156	9,060	2,79,767	45,166	4,45,681	2·3	22,254	...
Unaided	1,457	27,428	3,848	...	...	...	42,747	8,833	51,580	1·6	2,992	...
Total ...	8,212	194,698	23,945	13,532	98,156	9,060	3,22,514	53,999	4,97,261	2·2	25,246	...
Special ... ... Training ...	21	422	91	25,226	...	...	● 1,072	4,888	31,186	60·8	13	...
Industrial ...	4	77	...	100	3,155	240	1,280	2,308	7,083	92·	1	...
Other ...	135	1,586	...	3,277	430	933	879	21,705	26,924	16·9	165	...
Total ...	160	2,085	91	28,603	3,585	1,173	2,931	28,901	65,193	29·9	179	...
Total for Public Institutions	10,000	288,136	28,957	1,05,984	1,95,507	21,743	8,30,422	2,73,326	14,26,982	4·5	31,245	...
Private Institutions	306	3,814	95	...	...	...	...	...	...	...	1,665	...
Inspection	...	...	...	46,873	53,018	611	...	...	1,00,502	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	104,854	17,676	2,343	35,368	47,497	2,07,738	...	...	...
GRAND TOTAL FOR 1905-1906 ...	10,306	291,950	29,052	2,57,711	2,66,201	24,697	8,65,790	3,20,823	17,35,222	5·4	32,910	47·2
GRAND TOTAL FOR 1904-1905 ...	10,484	294,797	29,178	1,44,678	2,84,746	24,054	8,73,456	2,83,321	16,10,255	4·9	33,066	47·6

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Statement showing the state of Education and the Expenditure incurred on it during the year 1905-1906—continued.

PRESIDENCY DIVISION.

Male population 4,141,438
Female ditto 4,003,894

Total ... 8,145,332

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 621,215).

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1906.	Number of pupils on the rolls on the 31st March 1906.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... Government ...	8	2,123	...	27,852	...	...	32,798	553	61,203	28·8	282	...
Aided	68	11,191	...	27,203	240	604	1,51,317	26,390	2,05,694	18·3	1,215	...
Unaided	48	7,921	...	...	...	...	89,174	26,068	1,15,242	14·5	702	...
Total ...	124	21,235	...	55,055	240	604	2,73,289	52,951	3,82,139	17·9	2,199	...
Middle English ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	143	9,422	110	6,121	24,957	578	57,341	36,389	1,25,386	13·1	1,296	...
Unaided	34	2,294	3	...	...	...	8,927	10,921	19,848	8·6	441	...
Total ...	177	11,716	113	6,121	24,957	578	66,268	47,260	1,45,184	12·2	1,837	...
Middle vernacular ... Government ...	7	386	4	...	2,204	...	1,885	487	4,576	11·7	51	...
Aided	134	7,342	91	8,175	11,254	180	27,864	15,452	62,925	8·4	1,236	...
Unaided	5	408	...	...	...	...	594	1,501	2,095	5·1	50	...
Total ...	146	8,136	95	8,175	13,458	180	30,343	17,440	69,596	8·4	1,337	...
Upper primary ... Aided	552	26,169	1,483	12,884	27,720	3,190	40,876	12,942	97,612	3·5	8,764	...
Unaided	5	164	102	...	...	...	260	1,511	1,771	6·6	69	...
Total ...	557	26,333	1,585	12,884	27,720	3,190	41,136	14,453	99,383	3·5	8,833	...
Lower primary ... Aided	4,270	124,498	17,132	28,851	98,028	13,995	1,63,156	36,143	3,40,173	2·3	50,234	...
Unaided	574	14,515	1,635	...	...	...	16,167	4,292	20,459	1·2	2,926	...
Total ...	4,844	139,013	18,767	28,851	98,028	13,995	1,79,323	40,435	3,60,632	2·2	53,160	...
Special ... ... Training	25	225	20	14,663	...	...	1,015	5,109	20,787	84·8	64	...
Industrial	2	50	...	360	1,903	...	211	5,532	8,006	160·1	6	...
Other	110	1,658	35	24,141	...	246	13,444	10,992	48,823	28·8	217	...
Total ...	137	1,933	55	39,164	1,903	246	14,670	21,633	77,616	39·0	287	...
Total for Public Institutions ...	6,035	208,366	20,615	1,50,250	1,66,306	18,793	6,05,029	1,94,172	11,34,550	4·9	67,653	...
Private Institutions	27	510	10	...	...	...	...	...	...	...	476	...
Inspection	...	...	...	43,697	35,082	678	...	...	79,457	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.) ...	...	...	...	49,271	14,192	2,295	29,943	40,550	1,36,251	...	...	...
GRAND TOTAL FOR 1905-1906 ...	6,052	208,876	20,625	2,43,218	2,15,580	21,766	6,34,972	2,34,722	13,50,258	5·8	68,129	33·6
GRAND TOTAL FOR 1904-1905 ...	5,879	203,385	20,360	2,23,677	2,05,264	20,461	6,13,604	2,52,436	13,15,542	5·8	65,040	32·7

CALCUTTA.

Male population 562,596
Female ditto 285,200

Total ... 847,796

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 84,389).

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... Government ...	5	1,286	181	44,075	...	...	48,013	..	92,088	62·8	315	...
Aided	6	579	311	15,332	...	184	20,418	13,161	49,095	55·1	87	...
Unaided	40	14,033	...	...	...	...	2,64,094	41,368	3,05,462	21·7	514	...
Total ...	51	15,898	492	59,407	...	184	3,32,525	54,529	4,46,645	27·2	916	...
Middle English ... Government ...	2	229	...	6,390	...	...	1,549	...	7,939	34·6	147	...
Aided	21	1,601	973	8,989	...	1,455	17,159	17,181	44,784	17·4	45	...
Unaided	2	356	...	...	...	...	4,144	...	4,144	11·6	3	...
Total ...	25	2,186	973	15,379	...	1,455	22,852	17,181	56,867	18·0	195	...
Middle vernacular ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	6	801	180	1,404	...	645	7,033	821	9,903	10·0	18	...
Unaided	1	.78	...	...	...	...	...	600	600	7·7	...	...
Total ...	7	879	180	1,404	...	645	7,033	1,421	10,503	9·9	18	...
Upper primary ... Aided	57	2,278	2,793	11,388	...	2,147	13,811	21,634	48,710	9·6	323	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	57	2,278	2,793	11,388	...	2,147	13,811	21,634	48,710	9·6	323	...
Lower primary ... Aided	261	8,857	2,194	14,344	...	6,612	29,630	17,244	67,830	6·1	3,632	...
Unaided	5	8	531	...	...	...	15	4,418	4,433	5·2	3	...
Total ...	266	8,865	2,725	14,344	...	6,612	29,645	21,662	72,263	6·2	3,635	...
Special ... ... Training	10	185	665	38,959	..	143	2,723	36,138	77,963	91·7	11	...
Industrial	4	245	13	1,496	...	50	...	5,852	7,398	28·6	189	...
Other	42	2,241	83	50,712	...	1,493	25,651	22,069	99,925	54·9	564	...
Total ...	56	2,671	761	91,167	...	1,686	28,374	64,059	1,85,286	68·2	764	...
Total for Public Institutions ...	462	32,777	7,924	1,93,089	...	12,726	4,34,240	1,60,216	8,20,274	20·4	5,857	...
Private Institutions	75	1,710	975	...	...	...	...	...	...	...	824	...
Inspection	...	...	...	9,463	...	...	...	...	9,463	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.) ...	...	...	...	40,907	684	1,774	74,148	87,689	2,05,202	...	...	...
GRAND TOTAL FOR 1905-1906 ...	537	34,487	8,898	2,42,459	684	14,503	5,08,388	2,47,905	10,34,939	20·1	6,675	40·3
GRAND TOTAL FOR 1904-1905 ...	518	34,710	8,562	2,75,292	...	14,811	5,24,467	2,16,750	10,31,320	23·8	6,373	41·1

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Statement showing the state of Education and the Expenditure incurred on it during the year 1905-1906—continued.

PATNA DIVISION.

Male population 7,468,314
Female ditto 8,046,673

Total ... 15,514,987

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 1,120,247).

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1906.	Number of pupils on the rolls on the 31st March 1906,		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	8	1,850	...	29,934	...	...	46,379	2,974	79,287	42·8	506	...
High ... ... Aided	12	1,771	57	5,207	...	860	31,193	8,686	45,946	25·1	391	...
High ... ... Unaided	23	5,663	...	...	...	...	72,224	26,256	98,480	17·3	935	...
Total ...	43	9,284	57	35,141	...	860	1,49,796	37,916	2,23,713	23·8	1,832	...
Middle English ... Government ...	4	340	...	...	773	...	1,477	1,307	3,557	10·4	28	...
Middle English ... Aided	33	1,677	93	2,780	6,145	853	6,564	10,483	26,825	15·1	171	...
Middle English ... Unaided	10	427	1	...	...	...	1,593	4,699	6,292	14·7	54	...
Total ...	47	2,444	94	2,780	6,918	853	9,634	16,489	36,674	14·4	253	...
Middle Vernacular ... Government ...	36	1,947	...	1,589	11,476	547	4,144	1,228	18,984	9·7	188	...
Middle Vernacular ... Aided	2	103	...	...	298	...	227	251	776	7·5	2	...
Middle Vernacular ... Unaided	10	643	...	...	...	...	314	3,428	3,742	5·8	33	...
Total ...	48	2,693	...	1,589	11,774	547	4,685	4,907	23,502	8·7	223	...
Upper Primary ... Aided	303	13,416	313	7,023	28,313	4,505	12,909	7,769	60,519	4·4	901	...
Upper Primary ... Unaided	11	507	73	...	...	...	386	2,658	3,044	5·2	24	...
Total ...	314	13,923	386	7,023	28,313	4,505	13,295	10,427	63,563	4·4	925	...
Lower Primary ... Aided	5,146	143,413	11,722	5,559	1,61,691	10,476	1,21,541	56,327	3,55,594	2·3	17,094	...
Lower Primary ... Unaided	879	17,342	1,750	...	...	...	11,245	6,999	18,244	·9	2,304	...
Total ...	6,325	160,755	13,472	5,559	1,61,691	10,476	1,32,786	63,326	3,73,838	2·1	19,398	...
Special ... ... Training	26	373	4	26,764	571	...	894	88	28,317	75·1	29	...
Special ... ... Industrial	4	51	...	...	852	...	...	24	876	17·1	1	...
Special ... ... Other	86	3,101	...	52,363	335	591	7,111	25,024	85,424	27·5	559	...
Total ...	116	3,525	4	79,127	1,758	591	8,005	25,136	1,14,617	32·4	589	...
Total for Public Institutions	6,893	192,624	14,013	1,31,219	2,10,454	17,832	3,18,201	1,58,201	8,35,907	4·04	28,220	...
Private Institutions	2,689	30,786	681	...	...	...	...	...	...	...	10,531	...
Inspection	...	...	...	42,687	52,801	1,701	...	...	97,189	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	35,517	39,912	2,244	3,942	27,253	1,08,868	...	...	...
GRAND TOTAL FOR 1905-1906 ...	9,582	222,810	14,694	2,09,423	3,03,167	21,777	3,22,143	1,85,454	10,41,964	4·3	38,751	19·8
GRAND TOTAL FOR 1904-1905 ...	9,322	220,173	12,034	1,78,882	3,08,588	21,992	3,35,398	1,83,919	10,28,779	4·4	32,464	19·6

BHAGALPUR DIVISION.

Male populatfon 4,026,946
Female ditto 4,064,459

Total ... 8,091,405

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 604,042).

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	5	1,173	...	20,742	...	...	25,054	2,161	47,957	40·8	226	...
High ... ... Aided	15	2,070	...	7,353	...	350	30,297	25,418	63,918	30·9	264	...
High ... ... Unaided	4	729	...	...	...	...	12,975	3,020	15,995	21·9	208	...
Total ...	24	3,972	...	28,095	...	350	68,326	30,599	1,27,870	32·2	698	...
Middle English ... Government ...	2	139	1	...	678	...	432	591	1,701	12·2	8	...
Middle English ... Aided	21	1,475	21	3,353	1,961	396	6,884	6,404	18,998	12·7	189	...
Middle English ... Unaided	8	395	...	...	...	...	708	4,146	4,854	12·3	61	...
Total ...	31	2,009	22	3,353	2,639	396	8,024	11,141	25,553	12·6	258	...
Middle Vernacular ... Government ...	20	1,052	3	1,173	5,700	120	2,471	559	10,023	9·5	207	...
Middle Vernacular ... Aided	11	526	2	1,466	727	320	1,441	3,978	7,932	15·0	32	...
Middle Vernacular ... Unaided	5	133	117	...	...	...	320	2,318	2,638	10·6	2	...
Total ...	36	1,711	122	2,639	6,427	440	4,232	6,855	20,593	11·2	241	...
Upper Primary ... Aided	315	12,533	967	21,335	16,179	2,583	21,154	14,131	75,382	5·6	1,497	...
Upper Primary ... Unaided	5	145	35	...	...	...	108	1,714	1,822	10·1	18	...
Total ...	320	12,678	1,002	21,335	16,179	2,583	21,262	15,845	77,204	5·6	1,515	...
Lower Primary ... Aided	2,909	60,172	8,533	32,597	55,828	4,131	1,03,315	24,534	2,20,405	3·2	10,019	...
Lower Primary ... Unaided	672	11,312	1,487	...	...	...	13,712	5,877	19,589	1·5	1,938	...
Total ...	3,581	71,484	10,020	32,597	55,828	4,131	1,17,027	30,411	2,39,994	2·9	11,957	...
Special ... ... Training	23	199	37	11,931	350	...	847	2,388	15,516	65·7	14	...
Special ... ... Industrial	...	...	...	...	...	...	...	...	...	...	...	...
Special ... ... Other	10	424	...	405	...	...	407	3,953	4,765	11·2	145	...
Total ...	33	623	37	12,336	350	...	1,254	6,341	20,281	30·7	159	...
Total for Public Institutions ...	4,025	92,477	11,203	1,00,355	81,423	8,400	2,20,125	1,01,192	5,11,495	4·9	14,828	...
Private Institutions	880	8,963	319	...	...	...	...	...	...	...	3,700	...
Inspection	...	...	...	49,579	23,295	239	...	...	73,113	...	...	...
Miscellaneous charges (including cost of buildings scholarships, &c.)	...	...	...	79,478	12,055	1,051	15,381	23,238	1,31,203	...	...	...
GRAND TOTAL FOR 1905-1906 ...	4,905	101,440	11,522	2,29,412	1,16,773	9,690	2,35,506	1,24,430	7,15,811	6·3	18,728	16·8
GRAND TOTAL FOR 1904-1905 ...	4,789	100,360	10,335	1,31,258	1,12,571	10,490	2,31,560	1,43,265	6,29,144	6·4	19,081	16·6

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Statement showing the state of Education and the Expenditure incurred on it during the year 1905-1906—continued.

ORISSA DIVISION.

Male population 2,429,508
Female ditto 2,552,634
Total ... 4,982,142

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 364,426).

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS, AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1906.	Number of pupils on the rolls on the 31st March 1906.		EXPENDITURE FROM						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	4	932	...	16,540	...	...	18,258	32	34,830	37·3	88	...
High ... ... Aided	8	1,408	1	4,169	1,295	510	15,074	7,936	28,984	20·5	112	...
High ... ... Unaided	1	251	...	...	...	...	2,930	275	3,205	12·7	16	...
Total ...	13	2,591	1	20,709	1,295	510	36,262	8,243	67,019	25·8	216	...
Middle English ... Government ...	8	568	...	955	3,261	...	2,243	124	6,583	11·5	45	...
Middle English ... Aided	36	2,000	24	2,272	7,112	85	7,605	8,632	25,706	12·7	262	...
Middle English ... Unaided	4	271	2	...	...	...	231	1,681	1,912	7·	...	...
Total ...	48	2,839	26	3,227	10,373	85	10,079	10,437	34,201	11·9	307	...
Middle Vernacular ... Government ...	17	1,462	8	1,365	8,199	503	1,013	399	11,479	7·7	33	...
Middle Vernacular ... Aided	22	781	255	1,520	2,716	...	1,220	4,631	10,087	9·7	50	...
Middle Vernacular ... Unaided	4	142	4	...	...	...	88	1,073	1,161	7·9	...	...
Total ...	43	2,385	267	2,885	10,915	503	2,321	6,103	22,727	8·9	83	...
Upper Primary Aided	379	17,727	2,444	12,464	41,736	1,164	17,339	4,611	77,314	3·3	475	
Upper Primary Unaided	20	774	36	...	...	...	634	657	1,291	1·5	34	...
Total ...	399	18,501	2,480	12,464	41,736	1,164	17,973	5,268	78,605	3·7	509	...
Lower Primary Aided	3,956	69,731	11,626	13,403	50,542	2,821	1,47,829	27,923	2,42,518	2·9	2,364	...
Lower Primary Unaided	2,328	30,363	2,335	...	...	...	68,823	14,897	83,720	2·5	542	...
Total ...	6,284	1,00,094	13,961	13,403	50,542	2,821	2,16,652	42,820	3,26,238	2·8	2,906	...
Special ... ... Training	13	143	40	17,085	...	...	361	159	17,605	86·2	4	...
Special ... ... Industrial	2	77	16	605	40	...	...	1,010	1,655	17·7	...	...
Special ... ... Other	67	1,429	33	16,445	947	102	5,798	8,238	31,530	21·5	173	...
Total ..	82	1,649	89	34,135	987	102	6,159	9,407	50,790	29·2	177	...
Total for Public Institutions ...	6,869	128,059	16,824	86,823	1,15,848	5,185	2,89,446	82,278	5,79,580	4·	4,198	...
Private Institutions	979	6,341	311	...	...	...	...	...	...	...	802	...
Inspection	...	...	...	28,426	26,448	581	...	...	55,455	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	31,506	14,613	426	1,000	7,667	55,212	...	...	...
GRAND TOTAL FOR 1905-1906 ...	7,848	134,400	17,135	1,46,755	1,56,909	6,192	2,90,446	89,945	6,90,247	4·5	5,000	36·9
DITTO FOR 1904-1905 ...	7,529	121,173	14,665	1,04,235	1,17,520	4,754	2,74,458	77,098	5,78,065	4·2	4,233	38·1

ORISSA TRIBUTARY MAHALS.

Male population 969,973
Female ditto 977,829
Total ... 1,947,802

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 145,495·9).

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
High ... ... Aided	...	...	...	...	...	...	...	...	...	...	...	...
High ... ... Unaided	2	349	...	...	...	...	800	7,172	7,972	22·8	3	...
Total ...	2	349	...	...	...	...	800	7,172	7,972	22·8	3	...
Middle English ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Aided	...	...	...	...	...	...	...	...	...	...	...	...
Middle English ... Unaided ...	15	1,105	11	...	...	...	87	12,054	12,141	10·9	23	...
Total	15	1,105	11	...	...	...	87	12,054	12,141	10·9	23	...
Middle Vernacular ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular ... Aided	...	...	...	...	...	...	...	...	...	...	...	...
Middle Vernacular ... Unaided ...	3	176	...	...	...	...	30	1,052	1,082	6·1	2	...
Total ...	3	176	...	...	...	...	30	1,052	1,082	6·1	2	...
Upper Primary Aided	63	2,318	207	1,187	...	...	993	8,376	10,556	4·2	9	...
Upper Primary Unaided	7	299	2	...	...	...	189	704	893	2·9	5	...
Total ...	70	2,617	209	1,187	...	...	1,182	9,080	11,449	4·0	14	...
Lower Primary Aided	552	9,954	886	9,848	...	...	21,447	9,663	40,958	3·8	99	...
Lower Primary Unaided	654	9,804	537	...	...	...	25,301	6,444	31,745	3·0	65	...
Total ...	1,206	19,758	1,423	9,848	...	...	46,748	16,107	72,703	3·4	164	...
Special ... ... Training	8	78	...	203	...	...	...	...	203	2·6	...	...
Special ... ... Industrial	...	...	...	...	...	...	...	...	...	...	...	...
Special ... ... Other Sanskrit Tols	15	229	...	420	...	...	28	4,201	4,649	20·3	...	...
Total ...	23	307	...	623	...	...	28	4,201	4,852	15·8	...	...
Total for Public Institutions ...	1,319	24,312	1,643	11,658	...	...	48,875	49,666	1,10,199	4·2	200	...
Private Institutions	137	1,110	12	...	...	...	...	...	...	...	28	...
Inspection	...	...	...	8,386	...	...	...	7,738	16,124	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	18,593	13	...	64	14,227	32,897	...	...	...
GRAND TOTAL FOR 1905-1906 ...	1,456	25,422	1,655	38,637	13	...	48,939	71,631	1,59,220	5·9	234	17·5
DITTO FOR 1904-1905 ...	1,386	24,389	1,576	21,016	...	...	47,336	63,050	1,31,402	5·1	249	16·7

EDUCATION—SUBSIDIARY TABLE VIII—*concluded.*

Statement showing the state of Education and the Expenditure incurred on it during the year 1905-1906—concluded.

CHOTA NAGPUR DIVISION.

Male population	...	24,09,266
Female ditto	...	24,91,163
Total	...	49,00,429

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 361,389.)

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1906.	Number of pupils on the rolls on the 31st March 1906.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3*a* Boys.	3*b* Girls.	4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.		
High ... ... Government ...	5	1,178	...	13,993	...	...	22,072	202	36,267	30 12 7	87	...
Aided	6	1,143	...	3,373	...	144	7,856	13,273	24,646	21 9 0	35	
Unaided	3	759	...	...	...	...	6,811	2,763	9,574	12 9 10	34	...
Total ...	14	3,080	...	17,366	...	144	36,739	16,238	70,487	22 14 2	156	...
Middle English ... Government ...	2	96	...	...	400	...	249	791	1,440	15 0 0	...	...
Aided	27	2,054	3	2,583	4,359	231	4,614	14,242	26,529	12 14 4	127	...
Unaided	8	640	3	...	...	...	527	4,983	5,510	8 9 1	32	...
Total ...	37	2,790	6	2,583	5,259	231	5,390	20,016	33,479	11 15 7	159	...
Middle Vernacular... Government ...	24	1,607	...	3,435	5,286	83	2,568	491	11,863	7 6 1	110	...
Aided	6	403	37	482	634	48	1,529	696	3,389	7 10 5	33	...
Unaided	2	58	20	...	...	...	5	384	389	4 15 10	...	...
Total ...	32	2,071	57	3,917	5,920	131	4,102	1,571	15,641	7 5 7	143	...
Upper Primary ... Aided	196	9,201	1,000	8,061	13,260	1,157	9,334	14,284	46,096	4 7 7	490	...
Unaided	3	173	17	...	...	...	522	1,409	1,931	10 2 7	...	...
Total ...	199	9,474	1,017	8,061	13,260	1,157	9,856	15,693	48,027	4 9 2	490	...
Lower Primary ... Aided	2,243	53,787	6,713	19,573	61,729	1,024	41,872	29,253	1,53,451	2 8 7	3,804	...
Unaided	487	10,196	1,143	...	...	...	9,586	7,460	17,046	1 8 0	433	...
Total ...	2,730	63,983	7,856	19,573	61,729	1,024	51,458	36,713	1,70,497	2 6 2	4,257	...
Special ... ... Training	10	159	5	11,277	84	...	214	...	11,575	70 9 3	4	...
Industrial	25	469	...	5,393	795	24	482	5,141	11,835	25 3 9	25	...
Other	18	597	5	24,797	585	65	326	1,781	27,554	45 12 4	104	...
Total ...	53	1,225	10	41,467	1,464	89	1,022	6,922	50,964	41 4 3	133	...
Total for Public Institutions ...	3,065	82,623	8,946	92,967	87,632	2,776	1,08,567	97,153	3,89,095	4 3 10	5,338	...
Private Institutions	122	1,818	167	...	...	...	...	...	...	...	827	...
Inspection	...	...	...	33,541	23,615	...	...	159	57,315	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	69,617	7,688	204	9,580	61,864	1,54,953	...	...	...
GRAND TOTAL FOR 1905-1906 ...	3,187	84,441	9,113	1,96,125	1,18,935	2,980	1,18,147	1,65,176	6,01,363	6 6 10	6,165	23·3
DITTO FOR 1904-1905 ...	3,182	83,480	9,339	1,46,511	1,21,526	2,795	1,14,695	1,52,528	5,38,055	5 12 8	5,714	23·09

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

FOR 1907-1908.

CALCUTTA:

THE BENGAL SECRETARIAT BOOK DEPÔT.

1908.

[*Price—Indian, Rs. 2; English, s. 3.*]

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

for 1907-1908.

CHAPTER I.

INTRODUCTORY.

Error in General Table I of 1906-07 report.

1. Attention has recently been drawn by the Government of India to an inconsistency in the general statistics furnished with the Quinquennial Review of the Progress of Education in Bengal which formed last year's report. It was pointed out that the figures for the area and population of the Province had been arrived at by inclusion of the seven Feudatory States lately transferred to Orissa and of the States of Sikkim and Cooch Behar, whereas in estimating the numbers of institutions and pupils no returns had been included from any of these States. The figures of General Table I were accordingly amended for inclusion in the Quinquennial Review of Education in India which is in course of preparation.

2. This year the statistics contained in General Table I are all in respect of the same area, viz. the Province of Bengal inclusive of the States recently transferred to Orissa (with the exception of Bamra, which did not submit returns), but exclusive of the States of Sikkim and Cooch Behar.

Statistics of institutions.

3. The number of institutions which submitted returns during the year under report rose to 45,699, an increase of 1,098 over the figures for the previous year.

Statistics of pupils.

4. The total number of children of school-going age in the area dealt with in this report, according to the figures of the last census, is 80,65,828, of whom 40,01,215 were males and 40,64,613 females. The numbers returned as undergoing instruction were 11,93,891 and 1,44,304 respectively. The percentage was therefore 29·8 in the case of males and 3·5 in the case of females, as opposed to 29·12 and 3·21 on the corrected figures for the previous year.

Statistics of expenditure.

5. The total expenditure on public instruction during the year is returned as Rs. 1,24,56,227, being Rs. 7,92,759 in advance of the previous year's expenditure. This increase has taken place under each of the general heads of contribution; it is particularly marked in respect of Provincial revenues, which contributed Rs. 41,37,792, an increase of Rs. 4,70,395 for the year. This increase is roughly measured by an additional allotment of Rs. 61,000 made by Government for building grants in the course of the year, and an expenditure by the Department of over 4 lakhs in excess of the grant-in-aid allotment.

CHAPTER II.

CONTROLLING AGENCIES.

Statistics of Management.

Increase of number of institutions under public management.

6. In comparing the statistics for the year under report with those of the previous year, it will be found that there is a very large increase in the proportion of institutions under public management. Two facts supply the explanation. The first is the duplication in number of the *guru*-training schools and the practising schools attached to them. The second is the inclusion in this year's statistics of the schools in the Feudatory States of Orissa (Bamra excepted) recently transferred, the returns from which were not received in time last year for inclusion in the general statistics incorporated in the Quinquennial Review. The number of these institutions which sent in returns was 179, and all were under public management.

Statistics of management.

7. The number of educational institutions conforming to recognized standards is returned at 41,428. Of these 1,379 were under public management as compared with 1,002 in the preceding year. The great majority of the institutions were primary schools, this class accounting for 37,344 of the whole number; of these only 882 or 2·4 *per cent.* were under public management; this shows however an increase of 271 in the year under report. The proportion of institutions under public management rises with the grade of education; out of a total of 1,541 secondary schools, 232 or a little over 15 *per cent.* were under public management, and in the case of colleges the percentage rises to nearly 37—18 out of a total of 49.

8. Out of 232 institutions for the training of teachers, 206 are under public management.

The Educational Services.

Indian Educational Service.

9. No addition was made to the sanctioned cadre of the Indian Educational Service during the period under review. The total number of appointments exclusive of the Directorship was thus 32. The ranks of the service are still empty. At the close of the year only 22 of these appointments were filled, 1 of them by a temporary appointment which has since been made permanent. In this matter no progress was made.

Provincial and Subordinate Educational Services.

10. Orders were received towards the close of the year sanctioning, as at 1st January 1906, the distribution of the cadres of the Provincial and the Subordinate Educational Services between the Provinces of Bengal and Eastern Bengal and Assam. By this distribution 26 appointments in the Provincial Educational Service and 151 in the Subordinate Educational Service were transferred to the new Province. At the close of the year under report the actual numbers of the appointments in the Provincial Educational Service and Subordinate Educational Service in Bengal were 99 and 612—an increase of 9 and 104 respectively over the figures of the previous year.

Lower Subordinate Educational Service.

11. Fifty-nine additional appointments were made during the course of the year to the cadre of the Lower Subordinate Educational Service, which on the 31st March 1908 included 757 appointments. As indicated in the last report, the conditions of this service are unsatisfactory. They will, however, improve in the event of sanction being given to the scheme for the improvement of secondary education which is at present before the Government of India.

Direction.

Appointment of Additional Assistant Director.

12. Proposals were put forward during the year for the appointment of a second Assistant Director to aid the Director in dealing with the greatly increased and increasing work of the Department. Government was unwilling to recommend the appointment of this officer in the Indian Educational Service as proposed. He will therefore be recruited from the Provincial Educational Service. Pending the receipt of final orders, Mr. H. A. Stark of the Provincial Educational Service has been placed temporarily on special duty as Additional Assistant Director of Public Instruction.

The General Inspecting Agency.

13. The scheme for the strengthening of the general inspecting agency provides *inter alia* for the appointment of an additional Inspector of Schools for each Division. By the end of the year two of the additional Inspectors had been appointed. The inspecting staff was further reinforced by the appointment of additional Sub-Inspectors and Assistant Sub-Inspectors up to the total number sanctioned by the scheme. Additional Assistant and Deputy Inspectors were also appointed; and at the close of the year the only appointments required to give full effect to the scheme were those of 1 Deputy Inspector, 3 Assistant Inspectors, and 4 Additional Inspectors. These appointments have since been made. The question of the adjustment of the duties of the various officers is under consideration, and will be dealt with in the next report, in which also it will be possible to give some indication of the effect of the full scheme in operation. **Strengthening of general inspecting agency.**

14. At present the chief inspecting officer in each district is an ungazetted officer of the rank of Deputy Inspector. These officers are the expert advisers in educational affairs of the District Officers and the District Boards, and a suggestion was recorded in paragraph 26 of the last Quinquennial Review that their initial salary should be in future not less than Rs. 150. Something it was felt ought to be done to make their pay and status in some degree commensurate with the character and weight of their work and the importance of their responsibilities. The contention has been urged again this year. Mr. Prothero suggests that they should be placed in the Provincial Service and recruited as Assistant Inspectors are recruited, and not by promotion from the ranks of the Sub-Inspectors. A still more satisfactory arrangement, however, would be to replace the Chief Deputy Inspector in each district by an officer of superior qualifications to be called the District Inspector and to abolish altogether the present Assistant Inspectors, whose position is anomalous and ill-defined. The District Inspector, who should be included in the Provincial Educational Service, would then be the officer primarily responsible for the educational work of the district. Proposals to the above effect are at present under consideration. **Deputy Inspectors.**

15. Meantime question is already raised of the adequacy in other respects of the present scheme so far as Deputy Inspectors are concerned. Representations come in from some of the Divisions urging the appointment of additional Deputy Inspectors over and above the sanctioned increase. There can be no doubt that many of the District Deputy Inspectors are at present overworked; and in the event of sanction not being obtained to the proposal mentioned in the preceding paragraph, relief will probably have to be afforded in certain cases in the Divisions which obtained no increase in the number of Deputy Inspectors from the improvement scheme. The Inspector of Chota Nagpur urges the appointment of an additional clerk to each Deputy Inspector. And Mr. Prothero writes from Bhagalpur:— **Overwork of Deputy Inspectors.**

> "Another clerk on Rs. 30 a month will greatly add to the working capacity and efficiency of the Deputy Inspectors, and, I am convinced, would be more beneficial to the inspection work than an additional Deputy Inspector, for what interferes with the proper discharge of their duties is the growing administrative work and not the growth of the schools; these tend more towards consolidation than numerical extension. If the Deputy Inspectors had another clerk, they would, in this division at any rate, be quite able to cope with their work for another decade at least. The form of relief that I recommend would entail less expenditure and would result in greater efficiency of work, for the Deputy Inspector would then no more be chained to his desk work as long as he is now, or have to return frequently to his office from the midst of his outdoor work of the personal supervision of his subordinates."

16. The increase in the number of the Sub-Inspectorate has undoubtedly already resulted in an increase of efficiency. Difficulty, however, arises in recruiting a suitable class of men for the work. This difficulty is particularly felt in Chota Nagpur, where the emoluments are reported to be insufficient to attract Hindi-knowing candidates. From the Inspector's report it appears that the work done by these officers in his Division was on the whole thoroughly unsatisfactory. He presses the proposal (which is still under consideration) to substitute a daily allowance instead of the ordinary mileage and halting rates sanctioned for Government servants of their class. The Inspector of Orissa also writes unfavourably of the Sub-Inspectors, reporting that a large proportion of **The Sub-Inspectorate.**

the new men are of an inferior stamp. The recruitment of these officers appears to have been urged too swiftly, with the result that in many cases men were appointed without sufficient consideration. It is interesting, however, in view of the criticisms, to note that the Inspectors have so far recommended the confirmation of their nominees, without exception, on the expiry of the probationary period of their service. Better work may be expected from these officers when they have settled down to their new duties.

Assistant Sub-Inspectors.

17. Such reports as have been received with regard to the Assistant Sub-Inspectors are unsatisfactory, and it appears probable that future reports will yield the conclusion that the economy secured by completing the ranks of the Sub-Inspectorate with officers of this lower class has been achieved at a considerable sacrifice of efficiency.

Guru-Instructors.

18. The question has been raised of the expediency of discontinuing the service of Inspecting *Pandits* or *Guru*-instructors on the completion of the scheme for strengthening the inspecting agency. This year's divisional reports confirm the view, indicated in the Quinquennial Review, of the inopportuneness of such a measure. According to standing orders on the subject, the chief duty of these officers is to instruct the *gurus*, and were the *guru*-training schools able to relieve them of this duty, the necessity of the continued existence of the *guru*-instructors would not be apparent. Apart, however, from the present inadequacy of the *guru*-training schools to cope with the large numbers of existing *gurus*, it is doubtful whether the Sub-Inspectors, even at their present strength, are sufficiently numerous to dispense with the assistance which the *guru*-instructors are able to afford them in the actual inspection of schools. Special reports have been called for from Divisional Inspectors on these points.

Special Inspectors.

Proposed appointment of Industrial expert.

19. Orders are awaited on the proposal to appoint a Special Officer to work under the Department as Superintendent of Industries and Inspector of Technical and Industrial Education.

Proposals *re* special Muhammadan inspecting staff.

20. In connexion with the scheme for the improvement of Muhammadan education which is mentioned in Chapter X, proposals are before Government for an increase in the number, and improvement in the pay and quality, of the Inspecting Maulvis. It has also been recommended that in each Inspector's circle an officer should be set apart for the supervision of Muhammadan education.

The Female Inspecting Agency.

Arrival of a second inspectress.

21. The staff has been considerably strengthened during the year. At the close of last year it consisted of an Inspectress—Miss Brock—with jurisdiction over the whole Province, and four Assistant Inspectresses. A second Inspectress—Miss Honeyburne—arrived from England towards the end of the year, and took over from Miss Brock the charge of female education in the Hindi-speaking Divisions of Bihar, Bhagalpur, and Chota Nagpur, Miss Brock remaining in charge of the Bengali and Uriya-speaking Divisions and of European education.

Increase in staff of Assistant Inspectresses.

22. The staff of Assistant Inspectresses was completed and there is now one for each Division. Miss Brock reports—

"I consider that nothing that has been done for female education since February 1904 has so tended to help it forward as this step. The work has improved markedly in general efficiency, and for the first time I have kept in continual touch with the various Divisions. What is needed now is a far greater increase in their number. The districts which they are working are, as usual, far too large. This is being borne in upon me in proportion as I see more and more clearly that the districts they are influencing are those that lie close to their immediate head-quarters."

23. The question of a general increase may be allowed to wait developments. Meantime a strong plea is put in by Miss Brock for the appointment of an Assistant Inspectress for Calcutta and another solely for Muhammadan work. Miss Honeyburne pleads for the appointment of another Assistant Inspectress in her Division to superintend the work of the *parda-nashin* teachers.

Co-operation of Executive and Judicial Officers and the Officers of the Department.

Issue of circulars on the subject.

24. The relations of Sub-Inspectors of Schools to the Chairmen of District Boards and to District Officers in the non-Board districts was, as mentioned in the Quinquennial Review, defined by a departmental circular during the year under report, and definite instructions were given with regard to the chief subjects in which the co-operation of the Sub-Inspectors with District Boards and District Officers was regarded as essential.

25. The Inspectors concur in expressing their appreciation of the interest taken in education by Executive and Judicial officers. The following quotation from the report of Mr. Prothero, Inspector of Schools, Bhagalpur, may be taken as illustrative:—

"The Executive and Judicial officers were fully alive to their responsibilities. The Inspector received material assistance from them and cordial support in the housing and financing of schools. The value of the co-operation of these officers cannot be over-estimated."

District Boards and Municipalities.

26. The expenditure from District Boards and Municipalities, while it showed a slight advance on the expenditure of the preceding year, did not keep pace with the increase from Provincial revenues and from private sources. In Orissa, where the District Board expenditure decreased by over Rs. 6,000, the explanation offered is that the figures for 1906-1907 were abnormal owing to the expenditure in that year of accumulated savings. A serious loss appears to be occasioned in some Divisions through the lapse of funds. During 1906-1907 and 1907-1908 no less than Rs. 23,000 was lost to education in this way in Chota Nagpur, a Division where the funds were sorely needed. Better management would have avoided this: sums which lapse in this way should in future be re-allotted in terms of the rules.

The effect of the new University Regulations on the management of Government Institutions.

Constitution of governing bodies and committees of management.

27. Orders were passed by Government during the year for the constitution, in conformity with the requirements of the new University Regulations, of governing bodies for Government colleges and committees of management for recognized schools, as follows:—

A.—Government Colleges.

(1) The Commissioner of the Division—*President.*
(2) The Principal or Lady Principal of the College—*Vice-President and Secretary.*
(3) The Senior Professor or Lady Teacher of the College.

B.—Government Collegiate Schools.

(1) The Commissioner of the Division—*President.*
(2) The Principal or Lady Principal of the College—*Vice-President.*
(3) The Divisional Inspector of Schools.
(4) The Head Master or Head Mistress of the School—*Secretary.*

C.—Government Zilla and High Schools.

(1) The Magistrate of the District—*President.*
(2) The Divisional Inspector of Schools—*Vice-President.*
(3) The Assistant Inspector of Schools.
(4) The Head Master or Head Mistress—*Secretary.*

Rules were framed and approved for the guidance of the managing committees for Government schools.

Constitutions not unalterable.

28. These constitutions are not unalterable, but yield to expediency and the exigencies of local conditions. In Krishnagar, for instance, where the governing body was actually constituted during the year, the local officer was appointed President instead of the Commissioner. The Bethune College worked under a committee prior to the passing of these orders and

is not affected by them. The question of the supersession of the present committee by a new managing committee with a more satisfactory constitution will probably be settled during the course of the current year.

Travelling Allowance.

29. A long standing grievance was removed by the orders of the Government of India received in the last week of the year, allowing officers of the Indian Educational Service to draw the daily allowance of Rs. 5 admissible generally under the provision of article 1063 of the Civil Service Regulations to officers of the first class.

CHAPTER III.

COLLEGIATE EDUCATION.

General Remarks.

30. This year saw the establishment of the first college classes to study for the courses prescribed by the new regulations of the Calcutta University. It is yet too early to report on the work of these classes, but notwithstanding the higher standard of the subjects taught the classes appear to have worked smoothly in the year under report, and even in science, where probably the greatest changes have been introduced, the colleges have had little difficulty in adapting themselves to the new conditions. Mr. Jackson, Professor of Physics at the Patna College, writes:—

"Several years must elapse before the full extent of the improvements in science teaching rendered possible by the new regulations can be properly appreciated."

He instances, however, as an indication of the developments which may be expected, that a large proportion of the old M. A. practical course had by the end of the year been completed by all the first year students at the college.

31. The reports of the University Inspectors on the Government and other colleges in Bengal were not completed, nor were the affiliation orders of the Syndicate issued in the year under report. The colleges continued to work, therefore, under their old affiliation. In the case of science, however, only four institutions enjoyed affiliation under the former regulations, and such colleges as proposed to take up the new science courses had consequently to be affiliated in the first place. A considerable number of applications were submitted to the University, but several of these, including two from Government colleges in this Province, were refused or held over owing to insufficient compliance with the University regulations. The deficiencies noted in the case of the two Government colleges have since been removed, and they have secured the necessary affiliation. The situation, as it has been altered by the reports of the University Inspectors and the consequent restriction of college affiliation by the University, will be subject matter for report at the close of the current year.

32. The demands of the new regulations upon the public purse, both for Government and for privately managed institutions, are various and severe, and it will probably take several years before the schemes which are on foot for the improvement of the colleges are brought to completion. The establishments have to be increased; colleges equipped with additional buildings and apparatus; the separation of the colleges and collegiate schools has to be carried into effect; and increased hostel accommodation has in many cases to be provided. A single year is far from sufficient for the realization of all these purposes, but the year which has passed has seen a certain amount of achievement and preparation of the way for more complete fulfilment.

Colleges and Students.

33. On the 31st March 1908 there were 5,493 students in 34 Arts Colleges. Of the 34 colleges, 10 were under public management, with an attendance of 1,446 students. The figures for the year show an increase of 67* students in public and of 301 in private colleges. Statistics (1) of colleges, (2) of expenditure.

34. The total direct expenditure on Arts Colleges showed, as might be expected, a very substantial increase, which however it is not possible to estimate exactly on account of the inclusion in last year's figures of the cost of the Commercial classes. The total cost for 1906-1907 including this was Rs. 8,08,010; the cost for 1907-1908, Rs. 8,82,296. The difference of Rs. 74,286 would probably, were the figures of last year's expenditure on the Commercial Department available, be found to fall not far short of a lakh of rupees.

Grants-in-aid.

35. The annual or regular grants to colleges from Provincial revenues under the grant-in-aid rules during 1907-1908 amounted to Rs. 59,580. In addition special grants were made of sums which totalled Rs. 64,276. Grant from Provincial Revenues.

36. The allotment of the Imperial contribution of Rs. 80,000 to private colleges was distributed thus:— Grant from Imperial contribution.

	Rs.
Hostels	... 11,000
Laboratories	... 55,000
Libraries	... 8,000
Buildings	... 6,000
Total	... 80,000

37. As may be seen, the pressure of the new regulations is most severely felt in the demands which they make for improved scientific equipment.

Government Colleges.

38. During 1907-1908 the four *mufassal* colleges—Patna, Ravenshaw, Hooghly, and Krishnagar—cost Government in direct expenditure Rs. 1,18,073, and the Presidency College Rs. 1,18,530, an increase of Rs. 12,825 in the case of the *mufassal* colleges and a decrease of Rs. 23,629 in the case of the Presidency College. This decrease is however only apparent, as it can do little more than represent the diminution of cost brought about by the removal of the Commercial Department.

39. In this as in other cases in which figures of expenditure are given in this chapter for Government institutions, it must be borne in mind that the figures are, in accordance with the practice of previous reports, for direct expenditure only. The indirect expenditure, that is the expenditure on buildings, equipment, scholarships, etc., is not included.

Presidency College.

40. At the close of the year the Presidency College had an attendance of 656 students as compared with 692 in the preceding year. The apparent decrease yields to the explanation that the latter figure includes the 65 students of the Commercial Department, which has since been removed from the college and now forms an independent institution. In addition, students attended as in previous years from the Calcutta Madrasa and the Sanskrit College. Attendance.

41. While a most satisfactory record is maintained in the public examinations, other sides of the college life leave very much to be desired. There is in the college but little corporate spirit or social life—a state of affairs which it may be anticipated will in the present defect of opportunities prove extremely hard of remedy. To this in part may be ascribed Life and discipline of the college.

*It may be noted in case of confusion that last year's statistics included 65 students of the Commercial Department of the Presidency College, the figures for which for the year under report have been included under the head "Schools for Special Instruction."

the unsatisfactory discipline of the college. Mr. James, who took over charge as Principal after the Puja vacation of 1907, includes the following statement with regard to the college discipline in his annual report:—

"The discipline of the college cannot be considered satisfactory. It is not so much that specific acts of insubordination and disregard of authority are frequent,—though there have been bad instances of behaviour which can only be called 'rowdyism' during the past year,—but that the whole tone of the college is lax and wanting in the sense of orderliness. The state of things may be best described as an almost total lack of the perception of discipline as loyal submission to authority in the general interest. The quality is negative rather than positive. Students are not disobedient, nor exactly disrespectful; but they are certainly not respectful and there is no ready conformity with rules. The prevailing belief appears to be that rules are made for the sake of admitting exceptions to them, and every individual student regards his own case as exceptional. As incidents the exhibitions of this spirit in action are trifling; but their total effect is disastrous. Laws have no efficacy in a college without a sense for the spirit of law, and this is at present lacking. It must be one of the prime objects of those responsible for the welfare of the college during the next few years to try and work a change in this tone."

Revival of the college council.

42. Meantime the co-operation of the staff in all measures of the college life and work has been secured by the revival and reconstitution by Mr. James of the College Council. The Council consists of 15 members of the staff including the senior professors of 10 subjects, the members of the Indian Educational Service, and additional members of the staff nominated by the Principal. Before the end of the year the Council had held several meetings and proved its usefulness.

The extension scheme.

43. The work of developing the Presidency College into an institution with a life and spirit of its own may be expected to proceed even in the present discouraging conditions under the care and guidance of its Principal, but fulfilment must await the new conditions which will come into existence with the completion of the scheme for the extension of the college.

Its progress.

44. This scheme has made some progress towards realization during the year under report. In deference to local sentiment it was decided to adopt the plan of extending the college on its present site instead of the more satisfactory plan of removing it to a suburban area, where work would proceed unhampered by the disturbances and disadvantages incident to the situation in a busy city area, and there would be room for free expansion. The general lines on which the scheme was to proceed were laid down in July 1907 at a formal conference presided over by His Honour the Lieutenant-Governor. Adjacent ground amounting to 22 bighas in extent was to be purchased which was to provide space for an athletic ground, a gymnasium, additional library space, arts class rooms, and laboratories, hostels and residential quarters, college hall and students' common room. This site was proclaimed during the year. The estimated cost was Rs. 50,000 a bigha. A detailed scheme giving the requirements of the different departments was then submitted by the Principal. On a report by Dr. Morris Travers, F.R.S., the Principal of the Tata Institute, that the accommodation proposed for some of the science departments was excessive, the scheme was revised in this respect. It was not found possible during the year under report to make a start in the necessary expenditure, which by reason of its extent will probably have to be spread over several years. It is desirable, however, that if the scheme is to proceed efforts should be made to find funds without delay for the purchase of the whole site.

Suggested expansion in direction of Technological chemistry instead of proposed Physiological and Botanical laboratories.

45. The scheme was even in its original form by no means extravagant, and such modifications as have been found possible affect the total cost only to a slight degree. There is one important respect, however, in which the project might with advantage be reconsidered. The new University regulations provide for science degrees in Physiology, Botany, and Zoology; and it was part of the Presidency College scheme that additional laboratory accommodation on a liberal scale should be provided for the teaching of at least the first two of these subjects. On the other hand, spacious Physiological and Botanical laboratories of the most modern type have been or are about to be provided in the neighbouring Medical College, and proposals are, it is understood, on foot for

strengthening the teaching staff in these subjects. The duplication of the teaching of Physiology and Botany in the Presidency College seems therefore unnecessary, and I do not think that there would be any difficulty in the way of the Medical College making such arrangements as would secure for it affiliation in the science courses of the Calcutta University. The matter is one for negotiation with the Medical College. If the Presidency College obtained relief in the above respect, expansion in the direction of Technological Chemistry,—a much more appropriate subject for the college,—would then become possible.

Principal's representation for reconsideration of abandoned proposal to transfer the college to the suburbs.

46. Towards the end of the year it was decided that a sum of 3 lakhs would be furnished for the purpose of the scheme and that a narrow strip of land, part of the site proclaimed, should be purchased for the new Physical laboratory and the work of construction begun in the year now current. Nothing has, however, so far, been effected, and the Principal makes in his annual report a strong representation for reconsideration, before it is too late, of the abandoned proposal for the transfer of the college to a more suitable site in the suburbs of the city. The final words of the Principal's report are quoted:—

"At the present moment, in whatever direction we turn with a desire to do better, we are cramped, embarrassed, thwarted. Laboratories, arts instruction, use of library and reading rooms, athletics, residence, social life—in respect of all of these similar difficulties are felt, amounting in some cases to complete frustration. Nothing can be done without more space. Relief can only come to us in one of two ways, either by the full (and may it be speedy) carrying out of the extension scheme, or by removal to a new site. I am constrained to point out again that the extension scheme, large as it is, can never on the present site meet all the existing needs fully, even if we do not project our view forward to possible further needs in the future. Very great improvement, no doubt, is possible under the present extension scheme; some cramping and embarrassment there must be on the present site to the end of time. Before the last irrevocable step is taken, by laying stone to stone for construction of the new Physics Laboratory, I would press upon the consideration of Government—and of educated men in Calcutta—whether even now at this late hour it would not be wisdom to weigh once again the alternative of removal to a fresh site, where alone full and free expansion is possible—and that at less cost probably than that of a restricted expansion here."

It is doubtful whether a reconsideration of this question is now possible. Such a step would of course be justified if an unequivocal expression of opinion in its favour were forthcoming from the educated community of Calcutta. Local opinion was, indeed, far from unanimous on the subject, when it was originally discussed, and it is possible that recent events may have modified the views of those who were at first opposed to removal as to the desirability of retaining the college so near to the distractions of College Square. There can be no doubt, at any rate, that *mufassal* opinion, which is interested in about half the total number of students of the college, would welcome the removal of at least the hostel to a more suitable locality, and this opinion is entitled to the greatest consideration, as *mufassal* students will, despite of drawbacks in other respects, continue to throng to the Presidency College on account of the superior educational advantages which it will always offer.

Patna College.

Statistics.

47. The number of students at this college is steadily increasing. The monthly average for 1907-1908 was 178, an increase of 23 on the attendances of 1906-1907. It is satisfactory to note that there has been an increase in the numbers of Bihari and of Muhammadan students attending the college. The B. A. Examination results published during the year were most disastrous, only 3 students passing out of 37 presented. The F. A. and M. A. results were, however, satisfactory. In the 1908 examinations 29 students were successful out of 90 presented. The results in the B. A. Examination improved, 13 students passing out of 36; but in the F. A. only 13 students passed out of 49 presented,—a most unsatisfactory outcome.

The science classes.

48. The new science classes have attracted a number of students and good work has been done.

Collegiate life.

49. Other sides of college life have been developed. The Principal reports that the system of compulsory games and drill has continued to work

well, that the College Magazine, which has been started, has proved a successful experiment, and that a college dramatic society came into existence which performed three plays in Sanskrit, Urdu and Bengali. All this speaks to the vigorous and healthy life of the college as a community, which meantime differentiates it favourably from other colleges in Bengal.

Extension scheme.

50. Progress has been made with the extension scheme. The Minto Hindu Hostel was completed and occupied; the Muhammadan Hostel was almost ready for occupation; a gymnasium shed has been provided; plans for the new laboratories have received administrative approval; and plans are under preparation for houses for the Principal and a Professor of the college.

Ravenshaw, Hooghly, and Krishnagar Colleges.

51. The numerical strength of the colleges has on the whole been maintained. The Ravenshaw College shows an increase at the end of the year from 158 to 183, and the Hooghly College a decrease from 163 to 149. The number of Uriya students at the former college has been more than maintained. The Ravenshaw and Krishnagar Colleges have not received affiliation in the science courses. The staffs of the Ravenshaw and Hooghly Colleges have been considerably augmented to enable them to cope with the additional work caused by the new University regulations. The results produced in the University Examinations were good with the exception of the B. A. results in the Ravenshaw College, which sent in 57 candidates for the 1908 examination, of whom only 18 were successful. There continues to be a very inadequate enrolment of Muhammadan students. In the case of the Krishnagar College the question of additional accommodation has been solved for the present at least by the separation of college and collegiate school, the school having been removed to adjoining premises rented for the purpose. In the case of the Hooghly and Ravenshaw Colleges this expedient has been impossible and extensive improvement schemes are under way, the main object of which is the erection of new school and hostel buildings for the collegiate schools and the release of accommodation for the colleges. Meantime funds are wanting, and it will be time enough to report on these schemes when there is some immediacy in the prospects of their realization.

52. No member of the Indian Educational Service is yet employed at any of these colleges.

Oriental Colleges.

Institutions.

53. The only public institutions of the class are the Sanskrit College and the Arabic Department of the Calcutta Madrasa.

The Sanskrit College.

54. The numerical strength of the Sanskrit College has still further decreased during the year under report. On 31st March 1908 there were 36 students in the college. The work of the college was, however, more than usually successful. Five students passed the Title Examination of 1908, and eight the Sanskrit Second Examination. No less than 7 students were successful at the M. A. Examination, none of the students who sat the examination having failed. The proposed Board of Examiners for the Sanskrit Examination was not yet constituted by the end of the year.

The Calcutta Madrassa.

55. Mention is made of the Calcutta Madrasa in the chapter on Muhammadan education.

Scholarships.

56. The Junior and Senior Scholarships, which had been since 1904 considerably reduced, were restored to their original number and value. Owing to the transfer of the Sambalpur district to the Province of Bengal, two Government Junior Scholarships were transferred from the Central Provinces, and their value raised from Rs. 8 to Rs. 10, the value of the Bengal third grade scholarships. Two special Senior Scholarships of the value of Rs. 20 a month each were created, primarily for students of the aboriginal races of Chota Nagpur. Sanction was conveyed during the year to the holding of Bengal Government scholarships in the affiliated colleges and Government medical schools of Eastern Bengal and Assam.

Final Remarks.

57. In the face of the dearth of funds, which threatens to increase in future years *pari passu* with the increase in the number of educational objects for which funds are wanted, it is worth considering whether a reduction is not possible in the number of colleges directly maintained by Government. The Presidency, Patna, and Ravenshaw Colleges must always remain and must be kept, especially the first named, in the highest state of efficiency. It is difficult, however, to see what useful purpose is served in maintaining Krishnagar as a Government College, at least on a first grade basis. In Mr. Hornell's Quinquennial Report it is pointed out that the local community has not carried out the undertaking in the matter of permanent subscriptions on the strength of which Government agreed to retain the college on its existing footing. For at least ten years these subscriptions have not been forthcoming. In these circumstances an enquiry should be instituted as to the desirability of Government withdrawing from the management of the college, or at least of reducing it to the second grade status. There are other obvious reasons why the latter step at any rate should be taken. Krisnath College, Berhampore, is situated at no great distance, and has, owing to the enlightened liberality of its patron, the Maharaja of Cossimbazar, become an exceptionally well staffed and well equipped institution capable of dealing efficiently with the new University courses. The number of students at Krishnagar, probably owing to the successful competition of its neighbouring rival, has sunk to 88. If the college is reduced to the second grade status, the saving thus effected will liberate resources which are much needed for the other colleges. Hooghly College is another institution which might in accordance with the recommendation of the Finance Committee of 1886 be abolished or reduced in status. At any rate, no expenditure should be incurred in extending the courses which it is at present able to undertake. As long as it is maintained it should of course be maintained in an efficient state, but its field of work should be narrowed as much as possible.

58. It may be remarked in conclusion with regard to the Government colleges that while much has been proposed for their improvement, comparatively little has been actually done. Progress demands expenditure, and very large sums will have to be provided for men, buildings, and equipment before it can be possible to rest content in the assurance that a lead has been given and an example set to the private colleges in Bengal by the improvement of the Government institutions in the spirit of the reforms which were conceived under the impulsion of the Universities Act of 1904.

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

The scope of the chapter.

59. As in previous years, secondary education for the purposes of this chapter will be taken as the education given to all pupils reading in the classes above the IV Standard in High, Middle English, and Middle Vernacular schools for Indian boys. Three hundred and thirty-six girls were reading in these schools and 4 Europeans at the end of the year.

Secondary Schools.

60. The total number of secondary schools which sent in returns increased from 1,441 to 1,454 during the year. Previous years had shown a steady decrease. The number of High schools remained unaltered at 390, but there was an increase from 642 to 658 in the number of Middle English schools and a decrease from 409 to 406 in the number of Middle Vernacular schools. The diminution in the number of Middle Vernacular schools is

Institutions.

accounted for by a decrease of 7 and an increase of 4 respectively in the number of aided and unaided schools of that class. The number of High schools under the grant-in-aid rules increased from 182 to 191 in the year under report. The increase is a matter for satisfaction in so far as it brings the schools which have been added to the grant-in-aid list under Departmental control and conduces to efficiency.

Average cost.

61. The average annual cost of High schools, Middle English schools, and Middle Vernacular schools was Rs. 4,748, Rs. 856, and Rs. 516 respectively. The figures for the previous year were Rs. 4,606, Rs. 832, and Rs. 541.

62. In view of the proposals for the improvement of secondary education the following comparative table may be of interest:—

Average Annual Cost of Secondary Schools.

	Public.		Private.	
	1906-1907.	1907-1908.	1906-1907.	1907-1908.
	Rs.	Rs.	Rs.	Rs.
High schools	11,043·3	10,725·9	3,808·3	4,007·2
Middle English schools ...	1,052·4	1,157·5*	813·4	825·8
Middle Vernacular schools ...	554·6	567·6	503·2	493·1

Statistics of Pupils.

Numbers in Secondary and in Primary classes.

63. The number of pupils studying in secondary schools for Indian boys at the close of the year under report was 1,49,013, an increase of 1,726 on the figures of the previous year. Of this number 64,681 were studying in the secondary classes and 84,332 in the primary classes. The number reading in the secondary classes at the close of the preceding year was 64,393.

Numbers in English and in vernacular schools.

64. Of the above total of 1,49,013, 1,24,475 were returned as attending secondary English schools, and 24,538 as attending secondary vernacular schools. The former figure shows an increase of 1,538 and the latter an increase of 188 over the figures for 1906-1907.

Girls in boys' schools.

65. The above figures include 336 girls, of whom 4 were in the middle and the remainder in the primary stages of instruction.

Expenditure.

Expenditure on various classes of schools.

66. The total expenditure on secondary schools for Indian boys increased from Rs. 25,43,105 in 1906-1907 to Rs. 26,24,413 in 1907-1908—a difference of Rs. 81,308. The greater part of the additional expenditure was in respect of High schools, which absorbed Rs. 55,460 of the total. For the rest the cost of Middle English schools increased by Rs. 28,536, while the figures for Middle Vernacular schools show a decrease of Rs. 2,688. These figures seem to continue the evidence afforded by previous reports of the unpopularity of a purely vernacular education.

Distribution of expenditure between public and private funds.

67. The portion of the whole expenditure borne by public funds amounted to Rs. 5,69,870 and by private funds to Rs. 20,54,543—an increase of Rs. 11,567 or 2·1 *per cent.* in the case of the former and Rs. 69,741 or 3·5 *per cent.* in the case of the latter in comparison with the figures of the previous year.

*This increase is possibly due to the Department enforcing the general principle that the English teacher in a Middle English school must have passed at least the F.A. Examination.

68. The average cost of educating a pupil in the various classes of secondary schools for Indian boys during the year under report was— Cost of instruction.

	Rs.
In High schools	24·2
In Middle English schools	12·5
In Middle Vernacular schools ...	8·8

The corresponding figures for 1906-1907 were Rs. 22·9, Rs. 12, and Rs.8·7.

Grant-in-aid.

69. The total contribution from Provincial revenues to the direct expenditure of secondary schools amounted for the year to Rs. 1,26,539—an increase of Rs. 13,715 over the contribution of the preceding year. Of this total a sum of Rs. 85,444 went to High schools. Aid to the amount of Rs. 1,21,960 was given from District Board and Municipal funds, the greater part of which—Rs. 90,030—went to Middle English schools. Statistics.

70. Hopes were held out by the Department during the year that enhanced grants would be made in the year now current to aid schools in their efforts to cope with the requirements of the University. It is a pity that this was done without assurance that money would be forthcoming. Defect of funds has made enhancement impossible. Hopes of increased grants.

Examinations.

71. The number of candidates who appeared at the Matriculation Examination in March 1908 was 3,765; of this number 2,238 passed. The number of candidates who entered last year was 3,535 and the number of passes 1,955. The percentage of success is 59·4 this year as compared with 55·3 last year. These numbers are for boys only. It may not be out of place to mention here that 24 girls also sat this examination, of whom 20 or 83·3 *per cent.* were successful. The number of candidates who appeared at the Primary examination held at the conclusion of the middle stage of instruction in the year under report was 10,397; of these 7,893 or 76·8 *per cent.* were successful. Statistics.

72. Reports have been received from the Burdwan and Bhagalpur Divisions of the unsatisfactory test afforded by the Primary examination which since 1904 has been the only Departmental examination held during the school course up to the VI Standard. The Primary examination.

Mr. Lambert writes from Burdwan with regard to the large pass (75·6 *per cent.*) of pupils in his Division:—

"I am afraid the high pass is more a reflex of the easy-going fashion in which the examination has been conducted than an accurate representation of facts—the statement of the success of pupils determined by a judicious test of progress."

Mr. Lambert anticipates however that with the increase of the inspecting staff, it will be possible to exercise a closer control over this examination and to check the abuse.

Mr. Prothero writes still more strongly from Bhagalpur:—

"The Primary examination is not and cannot be, as it is now conducted, satisfactory. The public have no confidence in it, and it is more often than not a farce. The abolition of the public examination at the end of the VI Standard has had a detrimental effect on the efficiency of the schools. If there is to be an examination, it is better to have a public examination than a private examination."

And again:—

"Private examinations *in situ* postulate a high sense of duty and honour on the part of the teachers, a variety in the choice of subjects by the students, public spirit in the locality, and the application of a fairly uniform test: none of which are in evidence now to the extent they should be. At present.....there are almost as many standards as examining officers."

The abolition of the old Middle Scholarship Examination, which was due to the general reaction against the practice of over-examination formerly prevailing, was no doubt premature in Bengal, and should have been deferred till schools were more fitted to be entrusted with the conduct of an *in situ*

examination, and till the controlling staff had been sufficiently strengthened. It is unnecessary, however, to take the extreme step of advocating a reversion to the former system at present. The first step obviously is to watch carefully the effects of the greater control which will now be possible with the increase that has taken place in the inspecting staff and to do what is possible to improve the examination under existing conditions.

Mr. Prothero's and Mr. Lambert's remarks are in the meantime being circulated to the other Divisional Inspectors for report.

Educational Arrangements in Sambalpur.

73. The district of Sambalpur continued after its transfer to Bengal to work under the educational system of the Central Provinces, to which it formerly belonged. The question of bringing the educational arrangements of the district into conformity with the Bengal system was under consideration during the year. The vernacular examinations were brought into line, and proposals are now before Government for the necessary alterations in the rules for the award of scholarships. In view of the generally backward state of the district, the question was considered of permitting a continuance of the lower fee rates of the Central Provinces. But no decision was arrived at except in the case of the Sambalpur High School, where the continuance of the old rates has been permitted.

Improvements.

74. The general state of secondary education was adversely commented on in the general remarks which occupy paragraphs 235—255 of the last Quinquennial Review, and the lines were indicated along which improvement should take place.

Proposed School Final Examination.

75. The first improvement which was considered necessary was the enfranchisement of secondary education from subservience to the Entrance Examination of the Calcutta University. This was to be dealt with by settling a curriculum and courses of instruction for the upper classes of High schools and by the institution of a School Final Examination. The decision of the Government of India was communicated during the year that the question of organizing the School Final Examination should be postponed until the inspecting staff of the Department is strengthened and the University, with experience of its enlarged obligations under the Universities Act, can be induced to look for some relief from the burden of conducting school examinations. This decision, however, was no bar to the consideration of the scheme as a practical measure, so that when the objections to its inauguration are removed it may be brought into effect without loss of time. Accordingly, towards the close of the year a committee representative of the University, the public, and the Department was constituted under the orders of Government for the purpose of considering the courses of study for the four highest classes of High schools, alternative to the Matriculation course, and of making other proposals with the object of preparing the way for the introduction of the School Final Examination. The first meeting was held in January 1908, when the general outlines were provisionally settled and sub-committees were appointed to work out the requisite syllabuses. The committee has now finished its labours and a report will shortly be submitted to Government.

Revision of syllabus of studies for standards III to VI.

76. The unsatisfactory nature of the syllabus and text books prescribed for the lower secondary classes of Middle and High schools was then commented on. The necessity was indicated for the preparation of a satisfactory syllabus which would amongst other things provide for the teaching of English by the "Direct Method" for four years prior to the High school classes in which English becomes the medium of instruction. The need was also indicated of text-books written in a language not overladen with classical and unfamiliar terms. During the year under report a revised syllabus of studies for Standards III to VI was drawn up by the special committee appointed for the purpose, and submitted to Government for approval in June 1907. The special committee were at the close of the year occupied in the reconsideration of the syllabus in the light of criticisms which had been received from persons

and associations interested in education to whom it had been circulated by Government for opinion. The preparation of new text-books must of course await the final settlement of the courses of instruction. The work of this committee has likewise been completed, and its proposals, which involve a considerable modification of some of the syllabuses originally framed, are now under the consideration of the Director of Public Instruction.

77. The next point noted was the general incompetence of the teachers employed in secondary education. The question of the bettering of secondary schools in Bengal and also in Eastern Bengal and Assam by improvement in establishment, buildings, and equipment was considered during the year by a conference of administrative and educational officers of the two Provinces. The conference was held in December 1907 and again in January and in March 1908. There was a unanimity of opinion that the chief defect in both Government and private schools was the inadequate pay and the consequent inferior qualifications of the staff. The individual inspection of High schools which was made during the year on behalf of the Calcutta University had corroborated only too completely the previous information as to the deplorable condition of the cheap private schools, and the conference was of opinion that the time had come when the Government and the University should combine to put the secondary schools of the Provinces in order or be content to let them go their own way and accept the evils of an ill-educated people. The recommendations of the conference, which have received the approval of the Lieutenant-Governors of both Provinces as well as of the Vice-Chancellor of the Calcutta University, have, since the close of the year under report, been submitted to the Government of India. They involve a liberal system of grants-in-aid to private schools, which if carried into effect will go far to place the secondary education of the Province on a satisfactory footing. The difficulty here as elsewhere lies in the adequate provision of funds; but, as the improvement of secondary education is a necessary corollary to University reform, it is hoped that the Government of India, which was largely responsible for the latter, will see its way to giving the necessary assistance to Provincial revenues.

Proposals for improvement of establishment, buildings and equipment.

78. The question of training colleges has not been neglected during the year under report and some progress has been made, a report of which will be found in Chapter VI, which deals with the training of teachers for Indian schools.

Progress in training of teachers.

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Introductory Remarks.

79. The statistics for 1907-1908 are obscured for the purpose of comparison by the inclusion of the figures for the six Feudatory States of Orissa, which found no place in the returns for 1906-1907, and by the confusion which has taken place owing to an unspecified number of *maktabs* having been taken this year out of their previous classification as Primary schools and brought under the head of schools for special instruction. Account can be taken of the aberration caused by the inclusion of the returns from the Feudatory States: it brought in 165 schools and 12,916 pupils, and increased the expenditure on primary education by Rs. 23,324, of which Rs. 19,821 was from public and Rs. 3,503 from private funds. But there is difficulty in arriving at any definite figures for the adjustment rendered necessary by the change in the classification of the transferred *maktabs*. This matter is more fully dealt with in the chapter on Muhammadan education. It may be safely concluded, however, from the returns that primary education has continued to spread during the year under report.

80. The great majority of Primary schools are Lower Primary; the great majority of these have no abode save such unsatisfactory and precarious accommodation as local charity affords them; a very large number have no

equipment,—neither blackboards nor benches—and in the matter of instruction are almost equally bankrupt, with *gurus* literate only in the early elements of learning. It speaks to the reality of the demand for instruction that even in these circumstances the returns of primary education should be a witness of progress.

Primary Schools.

Number of schools.

81. The total number of primary schools which sent in returns remained constant at 33,954,—a somewhat curious coincidence. The increase in the number of Upper Primary schools from 2,908 to 3,089 was exactly counterbalanced by a decrease in the number of Lower Primary schools from 31,046 to 30,865. This decrease, even taking into account the fact that the 165 schools of Feudatory Orissa have been added this year, is more than accounted for by the change in the classification of *maktabs* before referred to. Cuttack and Puri suffered a loss of 236 and 104 schools respectively, attributable to the scarcity brought about by flood and drought. A decrease of 81 and 42 schools respectively in Manbhum and Singhbhum is variously ascribed by the Deputy Inspectors to the insistence on a higher standard of efficiency and to the scarcity of food-grains.

Average cost.

82. The average cost of Upper and Lower Primary schools for the year was Rs. 187·8 and Rs. 70·5. The figures for the previous year were Rs. 177·8 and Rs. 65·5.

Statistics of Pupils.

Number of pupils in Primary Schools.

83. The number of pupils studying in Primary schools for Indian boys at the close of the year under report was 9,83,254, an increase of 29,799 on the figures of the previous year.

Distribution between upper and lower primary.

84. Of the above total of 9,83,254, 1,49,400 were returned as attending Upper Primary and 8,33,854 as attending Lower Primary schools. The former figure shows an increase of 12,275 and the latter an increase of 17,524 over the figures for 1906-1907.

Total number of boys in primary stages.

85. The above returns omit the number of pupils attending the primary classes of secondary schools. Taking these figures into account and omitting the female pupils, the returns show a total of 10,17,639 boys in the primary stage of instruction, 59,188 of whom were in the upper and 9,58,451 in the lower primary stage. The corresponding figures for the previous year were 58,941 and 9,33,271.

Expenditure.

86. The returns under this head require some explanation. The total expenditure on Primary schools for Indian boys increased from Rs. 25,50,768 in 1906-1907 to Rs. 27,57,664 in 1907-1908, a difference of Rs. 2,06,896. This sum is made up of—

(1) An increase of Rs. 12,494 from Provincial revenues, of which some explanation may be found in the increased number of institutions under Government management, a number for instance having been added as practising schools to the new *guru*-training schools.

(2) An increase of Rs. 78 in the expenditure from District Board and Municipal funds and the funds of Native States. This increase results from an increase of Rs. 21,446 from the funds of Native States, which is almost entirely due to the inclusion of the returns from Feudatory Orissa, and a decrease of Rs. 21,368 in the expenditure from District and Municipal funds. A partial explanation of the apparent disproportion of the local fund contribution to primary education during the year under report may be found in the removal of the *maktabs* before referred to from the class of Primary schools, the result of which may be seen in the increased expenditure of Rs. 24,279 from local public funds on the class of miscellaneous schools to which they

were transferred. Other causes have also contributed as, for instance, in Orissa, where a decrease of between Rs. 7,000 and Rs. 8,000 in the District Board expenditure is attributed by the Inspector partly to a large amount of accumulated savings, partly to certain bills having remained unpaid at the end of the year.

(3) An increase of Rs. 1,94,324 in the expenditure from private sources. This abnormal increase appears to be due in large measure to the proposal to abolish fees in Primary schools, which has resulted in some of the Divisions at least in a more generous estimate by the *gurus* of the payments received by them in fees and kind. The possibility of the proposed measure being effected sufficed in many cases to cause the *gurus* to put their emoluments at such a figure as would not compromise their prospects of compensation. The best example is to be seen from the returns for the aided and unaided schools of the Orissa Division, where, although the number of these schools has decreased by 150 and there has also been a decrease in the number of scholars, the returns of fees show an increase of Rs. 46,867.

The Grant-in-aid System.

87. Reports agree that the system of the payment of teachers by subsistence and deferred allowances has worked well and is an improvement on the system, which it has superseded, of payment by results, but that if it is to achieve the object with which it was framed it must be carried out on a more liberal scale than at present prevails. Mr. Prothero, the Inspector of Bhagalpur, writes:—

"At present the so-called subsistence allowances are charitable doles hardly sufficient to keep their recipients above starvation, with all the other income thrown in."

Teachers.

88. The total number of teachers employed in Primary schools for Indian boys at the end of 1907-1908 was 36,629 as compared with 36,165 at the end of the previous year. Of these 2,485 were returned as trained—an increase of 500 in the year, which is largely owing to the activity of the *guru*-training schools; 11,813 were returned as having passed only the Lower Primary examination and 10,071 as having no special qualifications. It can scarcely be expected that a better class of men will be attracted to primary teaching if the pay of this occupation remains unimproved. It is reported from Orissa that the average monthly pay of a teacher from all sources was Rs. 7-8 in an Upper Primary school and Rs. 5 in a Lower Primary school. In Patna the Inspector estimates that the total monthly income of a Primary school *guru* does not exceed Rs. 6 on an average.

Buildings and Equipment.

89. There is little to be added to what has already been said on this head. The majority of Primary schools have no permanent abode and no equipment. They are housed as a rule in casual quarters which are in every way unsuitable.

Construction of buildings with Government aid.

90. Progress is reported from the Divisions in the construction of Primary school buildings in aid of which the special Government contribution of Rs. 5,03,598 was assigned in 1905-1906. There is, however, great difficulty experienced in obtaining the necessary contributions from the villagers, and progress is arrested on this account in the Burdwan Division, where the cost of buildings is high.

Night and Continuation Schools and School Post-offices.

91. With regard to these schools there is little to be added to what has been said in previous reports. It is agreed that the night schools, which have decreased from 928 to 859, theoretically serve a useful purpose, but that the

most vigilant control is necessary to secure their honest and effective working. The number of teachers employed as post-masters rose from 591 to 602. Reports are agreed that the system is working satisfactorily.

Revision of the Curriculum of Standards I and II.

Syllabus and Text Books.

92. As stated in the last Quinquennial Review, a revised syllabus was published during the year under report for the Infant Section and for Standards I and II, and it was ordered that this syllabus should be taught in schools from the beginning of 1910. The work of preparation of the Junior Teachers' Manual and the necessary vernacular readers and arithmetic, which were to be ready by 15th June 1908, proceeded with reasonable expedition. The majority of the books were ready for the final consideration of the Special Committee by the close of the year.

Improvement of teachers necessary.

93. The next step will be to take measures for securing the effective communication of instruction to the pupils along the lines of the new course when it comes into operation. This will only be possible if the qualifications of the teachers are improved, which again depends on (1) increased efficiency of the *guru*-training schools, (2) better pay for primary teachers.

Abolition of Fees in Primary Schools.

94. A measure was under consideration by the Government of India in 1906 for the abolition of fees in those public vernacular schools which have seven standards (or less) above the infant class, and are under the management of Government, Municipal or local bodies, or in receipt of grants-in-aid. The abolition of fees was not to extend to the primary departments of secondary schools for Indians nor to European schools. In November of that year remit was made to the various Local Governments to consider and report on the measure. The late Director took the work in hand, and before the close of the year submitted an exhaustive report to Government. It is impossible here to enter into the details of the report, but a general outline may be attempted. In the first place the opinions were taken of executive officers throughout the Province and a large number of individuals and associations representative of the unofficial public. The preponderance of the opinions expressed was in favour of the measure; but a strong minority, which included a majority of the executive officers consulted, preferred that a large grant should be given for the improvement of existing schools and the establishment of additional schools in ill-provided and unprovided areas. The late Director from a purely educational point of view concurred with the minority. He was nevertheless inclined to take a broader view of the question, and in consideration of the control over primary education which the measure would secure to Government and the extension and improved efficiency which would ensue, he recommended its adoption. It may be pointed out, however, that these results do not depend primarily on the abolition of fees, but follow rather from the assumption of direct management by Government or the District Boards, which is not incompatible with the levying of fees, as well as from the increased expenditure on each individual school which is now proposed. Even without actual public management, the control of Primary schools could be made sufficiently effective by an increase of the grant-in-aid.

95. In working out the detailed proposals it became evident that the cost of the measure would be very largely in excess of that which had been anticipated by the Government of India. On the assumption that it would be carried into effect in the year now current, the total cost of the abolition of fees in all vernacular schools was estimated for the first year at over 30 lakhs, rising in the following year to over 47, and in 1913-14 to almost 64 lakhs. It is doubtful, however, whether even these figures allow sufficiently for expansion, when it is considered that only 24·4 of the male, and 2·9 of the female population of school-going age are at present under instruction. The figures are sufficiently deterrent as they stand, and, especially in view of the urgent claims of other branches of education for Government support, affect most powerfully the question of the immediate introduction of free primary education.

96. A general idea of the basis of the estimated expenditure may be gathered from the statement below, which gives figures for the first two years.

97. In view of the amount of the expenditure, Mr. Earle suggested as a possible alternative that the scheme might proceed in the meantime with the omission of the items D, F, and B of the statement below. While this would make no change in the cost for the first year, it would reduce the annual increase, so that in 1909-1910 the cost would be about 33 instead of about 47 lakhs, and in 1913-14 about 41 instead of 64.

98. The recommendation submitted was that the entire scheme should be carried through; alternatively, if funds were insufficient, that the smaller scheme should be adopted; and, if that also were impracticable, that effect might be given to the recommendation of the majority of executive officers consulted to make a considerable grant for the improvement of primary education and for its extension to backward areas.

Statement above referred to of the estimated cost for the first two years of the abolition of fees in vernacular schools in Bengal.

I.—First Year.

	Rs.	Rs.
Cost of abolition of fees—		
In public Middle Vernacular and Primary schools ...	24,785	
In aided ditto ditto ...	29,92,969	
In aided lower grade *Madrasas* and *Maktabs*	42,343	
Total for the first year ...	.....	30,60,097

II.—Additional Expenditure for Second Year.

A—The scheme proceeds on the anticipation that the effect of the measure would be to render it impossible for unaided schools to hold out. The cost of bringing them on to the aided list, on the assumption that the process of absorption would take four years, was estimated for the first year after the inauguration of the measure—		
For ordinary schools at	1,93,872	
For *Madrasas* and *Maktabs* at	3,240	
		1,97,112
B—In the anticipation of a general expansion of primary education following upon the abolition of fees, the cost on account of new schools to be opened in the first year after the inauguration of the measure was estimated—		
For ordinary schools at	1,27,872	
For *Madrasas* and *Maktabs* at	780	
		1,28,652
C—In the anticipation that an effect of the abolition of fees would be the withdrawal of the great bulk of voluntary subscriptions, the cost on account of the consequent conversion of aided and unaided schools into public schools, on the basis of a four years' period for the completion of the operation, was estimated for the first year after the inauguration of the measure—		
For ordinary schools at	26,172	
For *Madrasas* and *Maktabs* at	96	
		26,268
D—The cost of providing books and other school requisites free of charge was estimated for the first year —		
For ordinary schools at	7,60,995	
For *Madrasas* and *Maktabs* at	7,723	
		7,68,718
E—The cost of the additional inspecting staff to be rendered necessary by the expansion of education was estimated at		16,639

		Rs.
F—The cost of constructing and maintaining buildings on the assumption that there would be 20,000 schools to be provided with buildings, that the cost in each case would be Rs. 1,000, and that the work would be spread over a period of 40 years, was estimated for the first year following the abolition of fees at		5,00,000
G—The cost of contribution to the Provident Fund was estimated for the first year following the abolition of fees at		38,079
Total for the second year		47,35,565

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

Introductory Remarks.

99. It has been sufficiently indicated in previous reports that one of the most pressing needs of the Province in regard to primary and to secondary education, in regard to the education of boys and of girls alike, is the improvement of instruction by the reform and extension of the present system for the training of teachers. Education may be expected to gain thereby not only from the immediate improvement of method, but also from the zeal which is the natural outcome of the interest aroused in teachers by sound instruction in the principles and practice of their profession. So far as the vernacular education of boys is concerned, there is at present some attempt to provide a training for the teachers. For the primary stages of instruction there are the *guru*-training schools which are being forced along the path to efficiency. For the middle stages there are the various Government training schools at different centres of the Presidency, which provide at any rate a basis for more satisfactory arrangements; but for the training of masters for the purely High school stages of the education of boys, and of mistresses for the education of Hindu and Muhammadan girls in all stages, there was not at the close of the year under report any actual provision at all.

100. Proposals are already awaiting orders for the improvement of the secondary education of boys by improving the profession so that it may, in the market of occupations, secure men of superior intelligence and force who are at present diverted from it by the poverty of its prospects. Consideration has not been neglected of the equally important measure of providing the means to stimulate teachers to efficiency by professional instruction. The scheme for the establishment of a training college has been under way for long, and after a career of some vicissitude was at the close of the year ready to make a modest and experimental start.

101. The scheme for the training of female teachers has also made some progress. During the year under report it was not possible to establish either of the proposed colleges at Bankipore or Calcutta, but matters were put in train for making an actual start in the year now current, and it should be possible next year to report substantial progress.

Male Teachers.

The Training of English Teachers.

The David Hare College.

102. Orders have not been received on the revised proposals for the combined training college in Calcutta. Just before the close of the year, however, promise was given of an effective start. Orders were issued which sanctioned, pending the establishment of the training college, the opening of a class for English teachers in connexion with the Hare and Hindu Schools with effect from 1st July 1908. The staff was to consist of Messrs. Griffith and Thickett, Masters of Method, and Mr. Armitstead, a Head Master, who were

brought out in connexion with the scheme originally sanctioned. The classes of the Hare and Hindu Schools were to be utilized for practical work, and admission was to be restricted to 20 teachers who had passed the B.A. or B.Sc. examinations, 18 of whom were to be Government officers. This class, which under the name of the David Hare College for Teachers has been affiliated to the Calcutta University, has now made a promising start in temporary quarters in the Albert College buildings, and it will be possible to report next year on the outcome of the experiment. Mr. Griffiths has been placed in charge of the work as temporary Principal.

103. Bihar has not, however, taken at all kindly to the decision to make Calcutta the only centre of the higher training of teachers in the province. The following quotations from the reports of the Inspectors of the Bhagalpur and Patna divisions afford material for consideration.

Mr. Prothero writes:—

Dissatisfaction in Bihar with decision to make Calcutta the only centre for the higher training of teachers.

"The Biharis have not been able to avail themselves of Medical or Engineering education for the simple reason that the Medical and Engineering colleges are located in Calcutta or its suburbs. * * * It is made a reproach to the Biharis that they all go in for the Bar and eke out a miserable existence by means of this profession. Can it be for a moment imagined that the Biharis can have any natural preference for a profession so ill-paid if the lucrative professions of Medicine and Engineering were equally available to them? Be that as it may, if it is desired that the educational institutions in Bihar be officered by her own sons, and education in Bihar be not imparted by a people alien in language and interests to the Biharis, it is absolutely necessary that the Training College for Teachers be established in Bihar, either at Bankipore or Bhagalpur. * * They (the Bengalis) have already the Medical College, the Engineering College and the School of Art for practically their exclusive use; let there be at least one Professional College in which the Biharis too may have a share."

Mr. Thickett writes:—

"It will not be out of place to mention here that the proposal to open the Training College for English Teachers in Calcutta is viewed with dismay by the teachers and educationists of Bihar. The experience of the Medical and Engineering Colleges in regard to Bihari students will certainly be repeated in the Training College; for the Biharis are a home-loving people and will not willingly undergo a course of training in a foreign city. Unless a similar institution is given to Bihar, the educational disadvantages under which Biharis at present labour in comparison with the more fortunate races of Lower Bengal will be greatly accentuated."

104. While there is a considerable amount of truth in these remarks, it must be noted that there is a risk in establishing training colleges at all, before we have improved the pay and prospects of the teachers themselves, and that this risk appertains more particularly to Bihar. There would be no great difficulty in passing the handful of Bihari teachers we already possess through a training class, though the period of training carries with it according to Government rules a reduction of an already too meagre pay and though in some cases the material is almost too unpromising to make the experiment worth undertaking; but the real problem which faces us at present is to induce the Bihari to enter the Education Department as a teacher at all, and this we can certainly not do, far less persuade him to undergo a preliminary course of training for the purpose, unless a radical change takes place in the prospects of Government school teachers.*

The Training of Vernacular Teachers.

The first and second grade Training Schools.

Their defects.

105. The first grade training schools supply teachers for the higher classes of vernacular schools and the vernacular classes of High and Middle English schools. The Head Pandits of *guru*-training schools are also drawn from the students of these institutions. Their function is therefore one of extreme importance, but there is no room for congratulation in their actual working. The main defects have been pointed out in the last Quinquennial Review—a bad curriculum of studies, defective instruction and unsatisfactory rules for admission, which stock the schools with students who are in age and education immature.

* Government has since the expiry of the year under report decided to open an experimental training class for teachers at Patna after the Puja vacation.

Their reference.

106. With regard to the Patna Training School for instance the Inspector, repeating the criticism of his predecessor, reports that the quality of the training given is of that low order which is to be expected from the appointment to train youths for the teaching profession of men who have themselves no special knowledge of the art of teaching. Attention was drawn in the Quinquennial Review to the prevailing impression that the quality of men turned out by these institutions is worse in the present than it has been in the past. The reports for 1907-1908 confirm this, and the responsibility is ascribed to the shortening of the course from three to two years and the substitution of the new Primary examination for the old public Middle scholarship examination as a minimum qualification for admission. There is uniform testimony as to the comparative worthlessness of the former examination as it is at present conducted. The reform of these institutions is urgently called for. Proposals are at present before Government for the conversion of the first grade training schools at Calcutta and Bankipore into model training institutions. Meantime some modest measure of reform may be expected as a development from the institution of the training classes in the Albert College, and the output of teachers who have studied under expert guidance the principles and practice of their profession. As far, however, as the unsatisfactory nature of these institutions is due to an improper curriculum of studies, prompter measures may be taken, and it is intended to appoint a committee to consider this question during the coming cold weather. The matter would have been taken up earlier, but it was necessary to await the result of the labours of the committee which was appointed to revise the syllabuses for Standards III—VI. This Committee has now finished its work and there need be no further delay.

Guru-training Schools.

Construction of new buildings.

107. Funds amounting to close on 6 lakhs of rupees were made available in the year under report for the necessary initial and recurring expenditure to improve the existing *guru*-training schools and to establish and maintain 96 new ones,—one additional school in each subdivision of the Presidency. It was anticipated that it would be possible to run up and complete the necessary buildings during the year. Owing to causes obvious enough to experience and which it is unnecessary to enter into, the anticipated expedition in construction was not by any means realized: the great majority of the buildings were incomplete at the end of the year; many were not even started; and the progress of the scheme depended on the re-allotment of the greater portion of the funds provided at the beginning of the year: although the facts have occurred outside the period reported on, it may be stated here that this re-allotment was not made. There is reason to hope, however, that a further allotment will be made during the current year, and that the inevitable loss which would arise from the indefinite suspension of construction of half completed buildings will be thus avoided.

Opening of new schools.

108. In the meantime the opening of the new schools has not been delayed. Orders had been passed that in the event of any building being unfinished by the 15th January 1908, arrangements should be made to start the school in a hired building. This was done wherever possible with the result that 93 new schools were in operation by the end of the financial year.

Quality of *gurus*, teachers, and work done.

109. There is a general consensus of opinion in the reports of the Inspectors who have dealt with the subject that the immediate standard of accomplishment in these schools is by no means high. A better class of *gurus* is called for, and a better class of teachers. With reference to the former it is reported by the Inspector of the Patna Division that the increase in the rate of stipends to *gurus* which was brought into effect from the beginning of the year has proved very attractive, and that there is now no difficulty in finding *gurus* ready to join the schools. While other reports are not equally assuring, it would appear that by the exercise of a little diligence and care it should now be possible for the Inspectors to secure for the training schools in their divisions a sufficient number of pupil-*gurus* who are fairly representative of their class. It will now behove the Inspectors to impress on the officers under them the necessity of keeping a look-out when on tour for suitable recruits for the training schools, so that when the term opens there may be

in each case a full tale of selected men. The improvement in the class of teachers is also most essential. The Magistrate of Nadia reports :—

"I was extremely disappointed with my visits to the *guru*-training schools. I examined some of the embryo *gurus*, and found them no better than the old *gurus* who had not been trained. I consider these *guru*-training schools mere waste of money unless the teachers of these schools are selected men."

The Head Pundits.

110. The improvement of the schools depends largely on the Head Pandits, and the quality of these men will improve with the reform of the training schools of which they are alumni and the improvement of their position by increase of pay and prospects. The first step to be taken is to remove the anomaly whereby they render unpensionable service.* The second is to include them in a graded service; this may be rendered possible in the event of sanction being obtained to the proposal at present under consideration for the creation of a Vernacular Educational Service, which is included among the suggestions made by the conference for the improvement of secondary education.

Female Teachers.

General Remarks.

111. Reference is invited to paragraphs 363—374 of the Quinquennial Review of Education in Bengal, in which a full report is given of the situation as it was at the close of the quinquennium—31st March 1907. It cannot be said that any substantial advance was made in 1907-1908.

Miss Brock reports :

"It is an unfortunate fact that in reporting upon the question of the supply of teachers for Bengal one is still only dealing to all intents and purposes with one class—Christian teachers from Mission Training Schools."

And again :—

"It must be a matter for the keenest regret that the scheme of a Government Training College in Calcutta has not yet been carried out. At this point everything is ready to move forward, and the only want that prevents it is the absence of educated trained female teachers."

112. The proposals with regard to the establishment of residential colleges at Calcutta and Bankipore for the training of Hindu and Muhammadan teachers are summarized in paragraph 374 of the Quinquennial Review.

The proposed Training College at Calcutta.

113. The scheme for the starting of the Calcutta College has been unavoidably held back chiefly owing to the complication introduced by its proposed connexion with the Bethune Collegiate School, but steps are now being taken for the opening of a training class on a small scale pending sanction to the larger project. The postponement of the latter is not however an unmixed evil, as in a venture of this kind, it is better to feel one's way cautiously. Mrs. Mitter, who was sent to England for training, will be in charge of the institution for the present.

The Training College at Bankipore.

114. The Bankipore scheme was, however, recommended for sanction by the Government of India before the close of the year, and the sanction of the Secretary of State has since been communicated. The generosity of the Maharani of Bettiah has placed at the disposal of Government for the purposes of the Training College, until such time as the scheme has passed beyond the initial stage, the Bettiah house and compound at Bankipore, which will afford ample accommodation for the college, practising school, and teachers' and pupils' quarters. The necessary repairs have been carried out at Government expense. A practising school was opened during the year in anticipation of sanction to the general scheme, and progress may be expected in the coming cold weather with the arrival of a Lady Principal from England to take charge and make arrangements for the conduct of the institution. It may be anticipated that the principal difficulty that the colleges will have to overcome will be the securing of a sufficient number of suitable Hindu and Muhammadan women to join the classes. This question is dealt with in the Introductory Remarks to Chapter VIII in its relation to the education of Indian girls and women.

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* This has since been done.

The Missionary Training Classes.

115. The missionary training classes have continued to do good work in the training of female teachers, and the number of teachers sent up for the Junior and Senior Certificate Examination shows a marked increase. Up to the present, however, no institution outside Calcutta has yet presented teachers for the Senior vernacular certificate. Miss Brock reports of the Calcutta classes:—

"I greatly regret that the Calcutta Training Classes will not amalgamate. Teachers in Calcutta are being trained at an enormous expense of time, energy, and money. * * * Many of the missions seem willing to try the experiment of amalgamation, but are handicapped by difficulties with home committees."

Desirability of amalgamation of Calcutta Training classes.

116. It is to be hoped that these difficulties will be overcome, and that the energy and resources of the various missions may combine for the establishment of a general Training College in Calcutta.

Government aid.

117. Government aid to the missionary training classes has hitherto been unsystematized and, it is reported, inadequate. The Inspectresses have accordingly been asked to report fully on these classes and to submit proposals for an effective system of aid. The excellent work which is done by the missions deserves every encouragement but amalgamation would undoubtedly lead to greater efficiency and economy.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

Law.

Closing of B.L. classes in Government mufassal colleges.

118. Hitherto the Hooghly, Krishnagar, Ravenshaw, and Patna Government Colleges have been affiliated to the University in Law, and students have been prepared for the B. L. Examination at the Law classes attached to these colleges. The classes were established and have been conducted on the footing that they should pay their own way, no call being made upon Government for their support. The classes established on this system have continued an unsatisfactory course under the comparatively modest requirements of the old regulations. The introduction of the new University regulations, however, with regard to examinations in Law has forced the question of their reform or discontinuance. The demand which the new regulations make on all colleges seeking affiliation in Law, in view of the increase in the number of lecture courses, the higher standard of the new examination, and the insistence on the provision of Law Libraries for the use of the students, has rendered it no longer possible that the classes should be continued on a self-supporting basis. Consideration was accordingly given to the question whether they should be discontinued, or Government be moved to sanction a scheme for the extension and reform of the Law classes and the expenditure on initial and recurring charges necessary to put them in a position to meet the requirements of the Calcutta University. After full consideration and discussion with the Vice-Chancellor of the University, it was decided that all the classes should be abolished for the present. Orders were accordingly passed for the closing of the B. L. classes in the Government *mufassal* colleges after the Examination of 1908. Provision for the future is a matter which is receiving consideration in the year now current.

The B. L. examination.

119. Thirty-nine students presented themselves from the Government Law classes for the B. L. Examination of 1908, and of this number 12, or about 31 *per cent.*, were successful.

Pleadership students.

120. Connected with the question of the abolition of the Law classes is that of the Pleadership Examination, as Pleadership students have heretofore been admitted to these classes to enable them to satisfy the condition imposed on them by the High Court, that they should attend a full course of Law lectures at a college affiliated in Law to the Calcutta University. No responsibility rests

on the Department with regard to this examination, and the High Court have been addressed in order that they may take what steps they may deem advisable to meet the altered conditions.

Pleader's Survey Examination.

121. This examination must be passed by Pleaders who desire to qualify themselves for the execution of commissions under section 392 of the Civil Procedure Code. The unsatisfactory qualification of the candidates was commented on in the Quinquennial Report. Proposals for the training of these teachers in practical surveying and for the improvement of the conditions of the examination have been under consideration and will shortly be submitted for the approval of Government. Out of 46 candidates who presented themselves at the examination in February 1908, only 3 passed.

Medicine.

122. As no reference has yet been made to Government and no orders passed with regard to the exclusion from the Annual Report on Public Instruction of the figures relating to the Medical College, Calcutta, and the medical schools of the Province, these figures have, according to practice, been given in the statistics appended to this report.

Commerce.

The Government Commercial Classes, Calcutta.

123. In the beginning of the Session 1907-1908, 20 students were admitted to the second year and 45 to the first year of the day classes, as compared with 51 and 30 in 1906-1907. These numbers show a slight increase in the entries to the first year class, while the second year class roll showed a considerable decrease. In April 1907, 39 students proceeded to the Final Examination, of whom only 7 or 17·9 *per cent.* qualified. In April 1908 the number who sat the examination was 16, but of this number 8 or 50 *per cent.* passed. It would appear therefore that the reduction in the number of students in the second year class represents a partial elimination of undesirables, and this taken in conjunction with the increase in the rolls of the first year class is an augury not devoid of hope. **The day classes.**

124. The classes labour still under the difficulties arising from public apathy, the supremacy of the University Examinations, and the superior attraction of Government service. The officer in charge reports that less than 20 *per cent.* of the students are the sons of business men, and that the students do not as a rule take to business after their course is over. This is sufficiently discouraging. The classes must, however, be regarded as still finding their way to recognition. They have still many obstacles to overcome, but there is hope for their development in the awakening commercial activity of the Province, and the demand which may arise for commercial clerks with both a wider and more special education. **Prospects.**

125. During the year under report the Commercial Examination and Advisory Board received control of the Final Examination of the C classes. This control will probably have to be resumed when the School Final Examination which is at present in contemplation has been inaugurated. The necessity for co-ordination of the school courses with the Commercial classes is not, however, being lost sight of. Meantime the Board has sent in proposals for the establishment of C classes in connexion with the existing institution, and these are at present being considered. **Preparatory instruction.**

126. To turn now to the Evening classes. They also appear to be recruiting a more purpose-like class of students. The entries for the special examinations in Banking and Currency, Book-keeping, Shorthand and "Modern English" decreased from 82 in April 1907 to 49 in April 1908; but despite the decrease in numbers, there was an increase in the number of passes, 31 certificates having to be issued to candidates in 1908 compared with 24 in 1907. In **The evening classes.**

addition a class was formed and a course of lectures given in Mercantile Law, and the four candidates who presented themselves for examination at the end of the year were all successful.

Proposals to encourage attendance.

127. The number of pupils in the classes is still disappointingly small, the heads of the leading firms in Calcutta doing little or nothing to encourage the younger members of their staffs to join the classes. The Bengal Chamber of Commerce has, however, opened a fund to provide prizes of Rs. 50 and Rs. 25 to be awarded on the results of the special examinations, and a proposal is at present under consideration for the creation of a number of small scholarships to enable students who have passed the Commercial Course Final Examination to continue their studies in the Evening classes.

Other Commercial Classes.

Closing of the Government class at Kurseong.

128. The Commercial class for Europeans and Eurasians which was opened at the Victoria Boys' School, Kurseong, in 1901 has been closed pending the receipt of the orders of the Government of India on the proposed re-organization of European schools. As has already been reported to Government, the failure of this venture has been in part due to the choice of a managing officer, who proved most inefficient and troublesome; but it is doubtful if even in capable hands the class would have proved a success, as there is apparently no demand for commercial instruction on the part of the European and Eurasian community.

Other classes.

129. Outside Calcutta there are no institutions under private management which provide commercial education. Of the Commercial schools in Calcutta two only furnished returns, viz. the K. B. Shorthand Institution and the Central Commercial School, with attendances of 65 and 22 pupils respectively. These schools are private and follow an independent course of instruction.

Proposed Commercial Scholarships tenable in England.

130. The Secretary of State for India has declined to sanction the scheme for sending scholars to England at the State expense for an advanced course of commercial education.

Preliminary Commercial Instruction in High Schools.

131. There is little or nothing to add to the report on the C classes contained in paragraphs 392 and 393 of the last Quinquennial Review. No improvement can be chronicled. The classes are labouring under the disadvantage of having to create or at any rate force the demand which they are intended to supply. Classes were continued during the year at the Hare, Hooghly, Uttarpara, Barasat, and Ranchi Schools. They dropped out at Patna. As in 1907, 11 candidates presented themselves from the Government schools for the C Final Examination. Of these 8 were successful. C classes were also held in the South Suburban School, Calcutta, and this school presented 3 candidates, of whom 1 passed. Instruction in Shorthand and Typewriting was given and largely taken advantage of in the Church Mission High School at Bhagalpur.

Art.

The Calcutta School of Art.

132. Mr. A. N. Tagore officiated as Principal throughout the year. The strength of the Institution was maintained.

133. Mr. E. B. Havell, the Principal, who was at home on sick leave, has been pronounced by the Medical Board unfit for further service in India. Proposals have been submitted for the appointment of his successor.

Agriculture.

134. Orders were passed by Government during this year for the closing of the Agricultural classes at Sibpur. No admissions were accordingly made at the reopening of the college in November 1907, and no students will be under training after the close of the current session in November 1908. The Department will then no longer concern itself with special or technical agricultural training, the full responsibility for this branch of education resting hereafter with the Department of Agriculture. Closing of the Sibpur classes.

135. Elementary instruction will, however, continue to be provided in schools and training schools; and, in a few high schools, more specialized instruction under the supervision of the Director of Agriculture. Instruction in School, and training schools.

Engineering and Surveying.

The Civil Engineering College, Sibpur.

136. On the 31st March 1908 there were 353 students of all classes on the rolls as compared with 366 at the end of the preceding year. The total expenditure was Rs. 2,61,038. and the cost to Provincial revenues Rs. 2,24,463. The corresponding figures for the previous year were Rs. 2,22,981 and Rs. 1,92,618. The results of the B. E. and F. E. Examinations continue to be satisfactory, the percentage of success in the former examination having been 57·9 and in the latter 44. No examination was held during the year in the Apprentice Department, as the period of the annual examination was changed from January to April, which falls outside the official year. Comparative statistics.

137. The opening of the new departments in the college and the extensions that have become necessary owing to the new University courses are reported to have emphasised the necessity of increased class accommodation at Sibpur. The Principal is also pressing for the provision of residential quarters for two Indian Professors and for the staff of Laboratory Demonstrators and assistants. No proposals have, however, been submitted for extension of buildings in view of the approval given by the Government of India to the scheme for removing the college to Ranchi. Mr. B. G. Gwyther, Assistant Engineer, Public Works Department, was, in the course of the year, specially deputed to assist Mr. Heaton in the preparation of plans for the various college buildings and residences, that the scheme might be put forward in detailed form. These plans have now been prepared and submitted for approval. Removal to Ranchi.

138. The unhealthy condition of Sibpur would seem from the figures provided not only to have suffered no mitigation during the year, but to have developed seriously for the worse. The total number of cases treated has increased from 3,582 in 1906-1907 to 4,546 in 1907-1908, the number of malarial cases having increased from 1,303 to 1,492, and of bowel complaints (dysentery, etc.) from 1,101 to 1,546. The majority of the latter cases are attributed to the infection of food articles by the flies which swarm like a plague from the municipal trenching ground. As the college is destined under any circumstances to remain in its present site for several years to come, practical measures for improving the health of the immates should not be deferred merely on account of the ultimate removal to Ranchi. The sanitation of Sibpur.

139. The first class of students to be prepared for the new Intermediate Examination in Engineering to take the place of the old First Examination in Engineering was enrolled in June 1907. These students are therefore the first batch to study along the lines of the courses which have been modified in terms of the new regulations of the Calcutta University. Revised rules for the Engineering Department have been submitted and are at present awaiting the sanction of Government. New courses of study and revised rules.

140. The work of the Physical Laboratory has been greatly increased by the introduction of the new University syllabus. Some relief was afforded in the middle of November by the creation of a new post of Lecturer Demonstrator. The Principal reports that the lack of residential quarters for the staff of Demonstrators and assistants in the college interferes Increased work of Laboratory staff, and proposals for residential quarters.

seriously with the work of the laboratories. Proposals have been submitted to provide family quarters for the staff and these are at present under consideration.

Increase of staff.

141. The staff was increased during the year by the appointment of an instructor in Surveying, an Assistant to the Professor of Mining, a Lecturer Demonstrator in the Physical and one in the Chemical Laboratory. The Principal is pressing for an Assistant to the Professor in charge of the Electrical Department and for an increase in office staff.

The proposed Bureau of Scientific Testing.

142. The Principal reports his great disappointment at the determination of the Secretary of State not to consider the approved proposals to establish a Bureau of Scientific Testing at the college pending the consideration of the establishment of a special Government inspecting staff for State Railways. He writes:—

"The need of such a Testing Bureau has been established beyond a question of doubt, and were it tentatively and temporarily opened at the college, it could do no manner of harm, but would supply a long-felt want until such time as other arrangements might be made, when, if thought advisable, such temporary testing staff as had been engaged and trained at the college could be transferred to the new establishment."

It is doubtful, however, whether with the additional work which has been thrown on the teaching staff of the college by the new regulations, they would be able to exercise the necessary supervision over the testing work; and, as without such supervision the tests would be of little value, it is probably as well that the already too diversified activities of the college have not been added to as proposed.

Reconstitution of the Board of Visitors.

143. Proposals have been under consideration for the reorganization of the Board of Visitors. These have been submitted to Government, and orders have been passed for the reconstitution of the Board as an Advisory Board on a more widely representative basis.

The Bihar School of Engineering.

Numbers.

144. The number of students on the rolls at the beginning of the school session in July 1907 was 192 as compared with 198 on 1906 and 171 in 1905. Of this number 79 were Beharis and 89 Bengalis. There were 23 Muhammadans on the rolls. These figures show a decrease on last year's figures in the number of Beharis and Muhammadans. It is satisfactory to note that no student failed to make the 75 *per cent.* attendance necessary under the school rules to qualify for appearance at the annual examinations.

Guaranteed post in Public Works Department.

145. The guaranteed post of Sub-Overseer in the Public Works Department originally offered as a prize to the Behari student who passed highest in the final examination has for the third year in succession been refused by the Overseer classes of the school. The better Sub-Overseer students are also unwilling to accept it, and in the year under report it travelled down the list until it was accepted by a Behari student who stood 17th on the pass list of the Sub-Overseer examination. The Principal has included in a special report representations urging the reservation of a higher guaranteed post for a student of the Overseer classes in the Bihar School.

Corporate life.

146. A healthy social tone continues to pervade the school. The interest in athletics and in the students' club was satisfactorily maintained.

Expenditure.

147. The total expenditure on the school was Rs. 43,183 as compared with Rs. 46,132 in the preceding year. This is largely accounted for by a saving of over Rs. 1,700 on the cost of establishment. Provincial revenues contributed Rs. 32,396 as compared with Rs. 35,308* in 1906-1907.

The Cuttack Survey School.

Numbers.

148. This school continued to work on the old lines. Forty students appeared at the last Final Survey Examination, and of these 34 were successful.

*The amount was stated in paragraph 439 of the Quinquennial Review as ... Rs. 31,518
This sum was however arrived at without taking into account Government expenditure on scholarships ... ... „ 3,790

As above ... „ 35,308

149. The Principal reports that all the passed candidates have been provided with appointments. The number of Uriya students admitted to these classes has risen from 17 in 1903-1904 to 31 in the year now reported on.

150. The development of this institution into an Engineering School for Orissa corresponding to the Bankipore School for Bihar is meantime delayed. **Extension scheme.**

151. It may be mentioned here that proposals are at present under consideration for the re-organization of the Survey courses both at Bankipore and at Cuttack. **Re-organization of Survey classes.**

Sub-Overseer Classes at other Schools.

152. The Sub-Overseer classes at Burdwan and Midnapore and the Victoria School, Kurseong, have continued the preparation of candidates for the Sub-Overseer examination. A class has also been started at the Ranchi Industrial School which had 13 pupils on its roll. There appears to be a prospect of effect being given soon to the proposal for the construction of new buildings for the school. The old buildings are exceedingly dilapidated and the need for more adequate accommodation is urgent.

153. Sub-Overseer classes have also been started in the St. Andrew's Colonial Homes, Kalimpong.

Technical Education in Schools for General Instruction.

154. There is little or nothing to be said with regard to the B classes which still exist under the shadow cast by the Entrance Examination of the Calcutta University. The classes are still labouring their way to recognition, which can only come with the realization that an industrial career offers a satisfactory alternative to service under Government. Meantime there appears to be a tendency to divert the course of unsuccessful scholars into the B classes without any intention of specialization, but simply in the hope that they may so more easily obtain a qualification which will act as a passport to public employment.

155. At the examination held in March 1908 out of a total of 77 entrants 43 or about 56 *per cent.* were successful.

The Overseer and Sub-Overseer Examinations.

156. Towards the close of the year the establishment was sanctioned of a Joint Technical Examination Board whose function it will be to control the Overseer and Sub Overseer and the B Classes Final Examinations, and to advise the Governments of Bengal and Eastern Bengal and Assam with reference to the syllabus of studies to be followed in the Overseer and Sub-Overseer and B Classes.

Mining.

The Mining Class at the Sibpur College.

157. This class has worked successfully during the year. Mr. Heaton reports:—

"The number of students taking the mining course at Sibpur College during the session 1907-1908 was 13, of whom 6 were first year, 4 second year, 3 combined course students. These students all attended the camp of mine surveying and practical mining, which was pitched at Gaurangdi during November and December 1907. Five students were successful in passing the Diploma Examination,—3 Europeans and 2 Indians. These have all obtained positions with good prospects. Two European students who did not succeed in obtaining their diplomas are also well placed and have good prospects before them. The demand in the coal fields for passed students is good, and is considerably in excess of the present supply."

The class has more than justified its institution. During the year under report two scholarships of Rs. 12 a month and three of Rs. 6 tenable for two years were sanctioned by Government for award annually to students of the mining branch of the Apprentice Department of the Sibpur College. Sanction has also been given to a scheme for the admission to the mining class of assistants and officers who have completed at least two years employment on a mine. This proposal had the hearty support of the Indian Mining

Association, who have contributed a sum of Rs. 200 monthly towards the cost of the scholarships necessary to enable these special students to leave their employment and take advantage of the instruction offered. The value of the scholarships had to be fixed in consideration of the fact that the students would have to make arrangements for board and lodging outside as no further residential accommodation was available in the college, and would probably, on account of the scarcity of suitable houses in Sibpur and Howrah, have to accommodate themselves on the other side of the river. Four scholarships have been created for these special students, two of Rs. 150 a month for European candidates and two of Rs. 50 a month for Indian candidates.

Mining Instruction in the Mining Districts.

Success of the scheme affected by cholera outbreak.

158. The report of Mr. Griffith, Mining Instructor, Bengal, is dated 16th May 1908. The work of the session, which commenced on 11th November, was interfered with by an outbreak of cholera in the coal fields in the month of April of so serious a nature that the session had to be brought to a close. This was done in the beginning of May under the orders of Government, the attendance at lectures having at that time dropped to below 40 *per cent.* of the normal. The scheme has otherwise been successful. The local commitees which were formed at Sijua, Jherria, Charanpur and Deshargarh have co-operated with the Instructor to make the scheme a success. The building of the lecture room at Deshargarh has been completed; at Charanpur and at Jherria buildings are well advanced; at Sijua, however, the work has been retarded partly owing to a shortage of material and partly to the cholera outbreak.

Diminution in number of students from other causes.

159. Apart altogether from the cholera outbreak, there has been a diminution in the number of students on the register due to the fact that, as a large number of the students at the fixed centres have now obtained certificates of competency under the Indian Mines Act and have ceased attending, there is not the same supply to draw from. During the current session 91 lectures were delivered to 358 students, who made 1,942 attendances. The figures for last year were 107 lectures, 451 students, and 3,466 attendances.

Improvement scheme.

160. The Mining Instructor has at present under consideration the question of an improved scheme of instruction to take the place of the existing one on the expiry of the present experimental period of five years. His proposals include the establishment of lecture centres at places convenient to the railway, and of evening continuation classes at the present and at other centres to provide such instruction in elementary science and other subjects as is a necessary preliminary to successful instruction in the principles of Mining. Before, however, these proposals can be considered a very clear case will have to be made out for the necessity even of the continuance of the present classes, which were admittedly instituted as an experiment pending the development of the Mining courses at Sibpur. It is moreover a question for consideration whether if such classes are instituted, the mining industry, for whose benefit they are proposed, should not itself bear the whole or the greater part of the burden of the expense which will be involved.

Industry.

161. The subject of Industrial Education has been fully gone into during the year by Mr. J. G. Cumming, I.C.S., and future policy will probably be based on his recommendations and on the experience gained from the working of the experimental scheme for the establishment of a weaving school at Serampore. The operation of this scheme still awaits the arrival of the officers to take charge of the work whose appointment has been sanctioned by the Secretary of State. The position with regard to Industrial schools and classes has changed but little since Mr. Hornell reported on it in the Quinquennial Review. The then existing schools have continued, and a few additional schools have sent in returns.

Technological Classes at the Civil Engineering College, Sibpur.

162. The scheme for the establishment of classes for imparting instruction in Industrial Chemistry at Sibpur has not yet been sanctioned by the Secretary of State. Meantime the Principal has been hard at work adapting and equipping the special laboratory so that when orders arrive there will be no undue delay in starting work. The Principal reports that even if the opening of the classes be not sanctioned, the money spent will not have been wasted as the rooms and equipment can be most serviceably utilized for the ordinary work of the chemical laboratory.

General Remarks.

163. While Technical and Industrial Instruction in Bengal has not been without stimulus and advance in the year under report, its progress awaits the control and impulsion which it is anticipated will be secured by the appointment of an expert to take charge of this branch of instruction. A proposal has been made to Government during the year for the appointment of such an officer to work in the meantime under the Education Department with the title of "Superintendent of Industries and Inspector of Technical and Industrial Education." No orders have yet been received, but pending settlement, Mr. J. G. Cumming, I.C.S., was placed on special duty for a period of six months in connexion with an enquiry as to Industrial questions in the Province. Mr. Cumming's report, which is in two parts, the first dealing with Technical and Industrial Education in Bengal, the second with the Industrial position and prospects in Bengal in 1908, has since the close of the year been submitted to Government. It lays the ground for progress.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

Introductory Remarks.

164. A better understanding of the considerations which have hitherto presented themselves to the conservatism of the orthodox Hindu and Muhammadan communities as obstacles to the education of their girls co-operates with the spirit of the times to smooth the way for further progress—progress which must, however, be seriously retarded until, as Mr. Earle pointed out in his report for 1905-06, the problem is solved of supplying the present want of Hindu and Muhammadan female teachers. The demand for instruction has come into existence, and the conditions in India are at present such that it may at any moment make a strong advance. It remains to provide teachers who will be able to satisfy the demand, and whose control of their wives' and daughters' education will be acceptable to the communities they are appointed to serve. Herein rests the immediate difficulty of the situation—the most serious difficulty that remains to be overcome before assurance can be possible that any celerity of advance is in prospect. Training Schools for these teachers have to be provided. They are on the way. Their complete equipment is merely a matter of funds and a little time. But the filling of the classes presents a more serious problem. Miss Brock however reports:—

"From my four years' experience I am quite convinced that the time has come for the training of Hindu female teachers, and that it is a work which will receive a certain amount of support from educated opinion in Bengal, provided that it is undertaken in a way that is as far as possible agreeable to Indian opinion and customs."

The Hindu teachers must of course be married women or widows. It is not to be believed that those whose husbands are in life will ordinarily permit of their devoting themselves to this extradomiciliary work. The conclusion is that it is from Hindu widows that the necessary recruits are to be expected, and Miss Brock reports that she could most certainly get a number of respectable Hindu widows with whom to begin the work. The easiest outlook is the optimistic one; but there is yet no assurance of the continuity of this supply, and considerations obtrude of its inadequacy in any case to the work in hand. On the most favourable supposition the work must needs be slow. The

output of Hindu women trained for teaching can be but small for many years to come; and while some help may be looked for from the Brahmo community, whose teaching would probably be acceptable, the community is a small one, and the numbers of teachers whom it can provide to aid in the work cannot be such as to give any swift impulsion to the movement. So much for Hindu teachers. The point requires no labouring that the difficulties in the way of ensuring a supply of Muhammadan female teachers are at least equally serious.

165. While the difficulties in the way are thus insisted on, it would be easy to discount too greatly the hopes of advance. As has been indicated, the situation is more hopeful now than it has been in the past, and no effort should be spared to develop the training colleges and to offer every encouragement to suitable Hindu and Muhammadan women to join the classes.

166. Meantime, although the final solution of the problem of female education appears to depend on the supply of an adequate number of trained Hindu and Muhammadan female teachers, it would be folly to neglect to improve the advance which is being made under the present systems. The statistics which follow show a remarkable increase during the year in the number of girls in every stage of instruction. Immediate improvement would be secured by the increase of the present staffs of Primary and Middle schools; for it is to the numerical inadequacy of the staffs of these schools that the responsibility must in great measure be ascribed of the practical arrest of the education of Hindu and Muhammadan girls at the lower primary stage of instruction. Progress may also be secured by a further increase of the number of female supervising or inspecting officers to educate the movement and nurse it into strength. In this, as in every other branch of education, the forward movement calls for subsidy; and progress must depend upon the increase of contributions from the public funds.

General Statistics.

Pupils.

167. On the 31st March 1908 there were 1,38,279 girls and women in all classes of public institutions for Indians. This shows an increase of 17,084 since the close of the preceding year. It is made up of an increase of 6,198 or 472 *per cent.* in the numbers of pupils in special schools and colleges, and 10,886 or 9 *per cent.* in the numbers in secondary and primary schools. The former figure cannot be taken as a measure of progress, as the great bulk of the increase *viz.* 5,329, is in the number of Muhammadan female pupils in miscellaneous schools, and is to be accounted for—in large measure at any rate—by the emergence of a number of unaided and unreturning *maktabs* into the aided list and the consequent inclusion of their returns in the statistics. The balance however is sufficiently indicative of advance, and the 9 *per cent.* increase in the numbers returned as studying in primary and secondary schools is remarkable and satisfactory. The number of girls in the high stage of instruction was 150, an increase of 7 or roughly 5 *per cent.*; in the middle stage 424, an increase of 52 or roughly 14 *per cent.*; and in the primary stage 1,30,194, an increase of 10,827 or roughly 9 *per cent.*

Expenditure.

168. The total of the direct expenditure on schools and colleges for Indian girls during 1907-1908 was Rs. 5,67,392, an increase in expenditure of 8·1 *per cent.* Towards this amount public funds contributed Rs. 2,94,189. The proportion of the cost borne by private funds increased for the year under report.

Collegiate Education.

The Bethune College, Calcutta.

General.

169. On 31st March 1908 there were 35 girls on the college rolls, a number larger than in any previous year. This number included 24 Brahmos, 10 Christians, and 1 Jew. The fee receipts of the college rose by almost 50 *per cent.*, and the direct expenditure increased from Rs. 18,254 to Rs. 23,853. This increase appears however to represent little more than an eccentricity in the basis of allocation of the total expenditure of the institutions between College and Collegiate School. There is a corresponding decrease in the expenditure returned for the Collegiate School, which has sunk from Rs. 21,670

to Rs. 16,583. The inadequacy of the present buildings was reported on in the Quinquennial Review. No change has since taken place, the question of improvement having been unfortunately complicated by being mixed up with the scheme for training female teachers, which is at present being started on separate lines. The improvement of the Bethune College buildings is however an urgent matter which should be taken up independently, and an endeavour will be made to formulate proposals which, though not precluding the ultimate amalgamation of the training college with the Bethune College, will address themselves in the first place to the extension of the school and college buildings and the provision of adequate hostel accommodation. It is reported that, in spite of the fact that the hostel was seriously overcrowded, more than 40 applications had to be refused.

170. The results of the College and Collegiate School in the University examinations of 1908 are most satisfactory, and show in each case an improvement on the satisfactory results of the previous year. Eight students out of 8 passed the Matriculation examination, 8 out of 10 passed the F.A., and 4 out of 8 passed the B. A. No other institution sent up female candidates for the F.A. and B.A. examinations. Examination results.

Secondary Education.

High Schools.

171. Returns have been received from eight High schools educating 809 pupils, of whom 199 were studying in the Bethune Collegiate School, 557 in aided, and 53 in unaided schools. This total includes 42 boys who were studying in High Schools for girls, in the primary and middle stages of instruction. It is reported that the Mission High schools continue to do excellent work, and that they all contain as many girls as they can accommodate. The attempt, referred to in paragraph 516 of the Quinquennial Review, which has been made to reorganize the Calcutta Brahmo Girls' School has apparently justified the aid which was granted by the Department. The Inspectress reports that the English teaching has decidedly improved and that the numbers continue steadily to increase. General.

172. Twenty-four girls entered for the Entrance examination of the Calcutta University, and of this number 20 were successful. Examination results.

Middle Schools.

173. The returns for 1907-1908 show 18 Middle English and 17 Middle Vernacular schools for girls with 1,452 and 1,424 pupils respectively. Numbers of schools and pupils.

174. The situation this year is but little changed. The Inspectresses report that the majority of these institutions except those which are conducted by the missions, are little more than Primary schools with a few advanced pupils. In Miss Brock's opinion the defect of pupils in the upper classes is not to be primarily ascribed to the early age of marriage which withdraws girls so soon behind the *parda*, but to the entirely inadequate way in which the schools are staffed, one or at most two Pandits being supposed to teach three divisions of infant classes and six standards. At the same time it is difficult to see how the upper classes of a middle vernacular school can flourish when girls are withdrawn at the age of 11 or 12. This is an age at which girls would ordinarily be entering these classes and no strengthening of the staff can possibly overcome the formidable difficulty presented by their premature withdrawal from school. The number of girls who passed the Primary examination was 108, an increase of 15, or 16, *per cent.* over the number of the previous year. Deficiency of pupils in the upper classes.

Primary Education.

Primary Schools.

175. The returns for 1907-1908 show 3,367 Primary schools for girls with 74,901 girls: 52,054 girls also were reading in Primary schools for boys. Number of schools and pupils.

176. Similar reports are received from both Inspectresses with regard to the present inefficiency of female education in Primary schools other than the mission schools. Miss Brock reports— General inefficiency and deficiency of pupils in upper classes.

"Were there more money available and were schools in consequence better staffed, we should not see the almost invariable spectacle of infant classes crowded with children, and a dozen others making up Standards I to IV. The majority of girls would, I believe, if time were not wasted, be able to pass through Standard IV before the age of marriage."

Model Primary girls' schools.

177. Proposals for the improvement of the model Primary girls' schools and their recognition as Government institutions were under consideration during the year and are at present awaiting the orders of Government.* This is reported by Miss Brock to be one of the most badly needed reforms connected with female education.

Scholarships.

178. The result of the present system by which girls (outside Calcutta) compete with boys in the scholarship examinations is said to have a very disheartening effect, and it is suggested that a number of scholarships offered in each district for girls' schools alone would do much to fill the schools. According to the latest scholarship list, out of a total of 1,316 primary and middle scholarships only 16 were specially reserved for females. The present powers of reservation in this respect are ruled by the terms of the general powers of reservation placed in the hands of the District Boards and District Officers, which will be found set forth in the rules and orders of the Department. Briefly they provide, with regard to Lower Primary Scholarships, that it shall be competent to the District Board and the District Officers in their discretion to reserve some scholarships for particular tracts or classes of schools, and, with regard to the Upper Primary and Middle Scholarships, to make representations to the Inspector for a similar reservation. These powers have hitherto been little exercised in favour of girls' schools, and a more extensive reservation is called for.

179. Considering how far female lags behind male education in India, and how much fostering care it still requires, the necessity of the reform here indicated would seem obvious. The question deserves full and early consideration, and will be taken up before the end of the present year if possible.

Technical and Industrial Training.

Number under instruction.

180. The number of girls and women returned as undergoing technical or industrial instruction increased from 118 at the close of 1906-1907 to 809 at the close of the year under report.

The Church of Scotland Mission Lace School scheme.

181. The most important scheme in connexion with this branch which was developed during the year was that of making the Church of Scotland Mission Lace School a Central School for Bengal. The proposals are adumbrated in paragraphs 563—566 of the Quinquennial Review. The scheme, which possesses some hopeful features, is still in an experimental stage, and Government was asked in December 1907 to give a recurring grant of Rs. 450 a month for a period of five years, to provide a sum of Rs. 10,000 out of Rs. 16,745 required to construct a hostel for the students under training, and to provide a number of Rs. 10 scholarships for, and pay the travelling expenses of, 12 students sent by Missions and by District Boards for instruction at the school. It is doubtful, however, whether the products of an indigenous lace industry are likely to find a large market in India, and, unless there is a reasonable hope of ultimate commercial success, Government would hardly be justified in spending large sums on its development. Meantime Government has sanctioned the payment of scholarships and travelling expenses to those students who have already joined the school.

Institutions.

182. The bulk of the good work under the present head is done by missions. The Roman Catholic Missions at Ranchi and Chaibassa have started lace-making schools; that at Ranchi is in a very flourishing condition; and a class for instruction in weaving has been started in connexion with St. Xavier's Mission, Chaibassa. Mention must not be omitted, however, of the Shilpa Asram, which with Government assistance has extended its scope and gives promise of good results. The latter institution, being purely indigenous in its character, is especially deserving of support.

Zanana Education.

183. This education is given by means of two different methods—(1) central gathering; (2) house to house visitation. The former method in its present working offers little hope, on account of the strictness of *parda* regulations in Bengal. The latter method has in it the seeds of promise. The chief

*Note.—These proposals have recently been sanctioned and will be carried into effect in the year 1909-10.

defect is the lack of educated and trustworthy teachers to do the work and the inadequacy of the present staff to supervise it. A request comes from both Inspectresses for a special Assistant Inspectress for the work. Miss Brock suggests that such an officer may be appointed for *zanana* and Muhammadan education. This is a suggestion which deserves to be considered.

The Education of Muhammadan Girls and Women.

184. Government sanction has been received during the year to a measure which will do much to overcome the existing opposition to female education in the Muhammadan community. As the outcome of a conference of leading Muhammadans, a special syllabus of instruction has been prescribed. Urdu readers in accordance with the syllabus are in preparation at Government expense. A list of books agreeable to the community has been approved from which text-books may be selected until such time as the new text-books are ready; and it is contemplated to submit proposals for a few scholarships which shall be open only to the pupils reading on this system. The Inspectresses have been asked to submit proposals for opening special schools with the syllabus, and to introduce it in the meantime wherever Muhammadan *zanana* education is being carried on. Meantime, as in every other branch of female education, the cry is for trained teachers, for want of whom the whole course of female education is being kept back. **Prescription of Special Syllabus.**

185. The experimental scheme of subsidizing the *A'tus* of Bihar made an experimental start in the City of Patna in August 1907, where six *A'tus* were at the close of the year working with Government aid under a lady superintendent appointed by Government. The experiment, which appears to be working well and to be capable of extension, is meantime confined to the City of Patna. Its extension will depend on the report which is received after it has had a fair trial on its present experimental lines. **Experiment of subsidizing *A'tus* in Patna.**

CHAPTER IX.

THE EDUCATION OF EUROPEANS.

Collegiate Education.

186. While certain of the higher grade European institutions notably the Doveton College and La Martiniére College, Calcutta, and St. Paul's School and St. Joseph's College, Darjeeling, used to prepare students for the University Examinations, this is no longer so. Collegiate education for Europeans has for some years been practically non-existent. The Collegiate Department of the Doveton College has been closed since 1906, and in the year under review the University Inspectors recommended withdrawal of the affiliation of the other institutions mentioned on the ground that they made no provision at all for the teaching of the University courses. These European students (and by European is meant both European and Eurasian) who desire to enter for the Calcutta University Examinations will, in ordinary course, have to take advantage of the facilities offered by the general Arts Colleges of the Province. In view of the proposal at present before Government to make the Cambridge University Senior School Certificate Examination the final examination of European secondary schools, the Syndicate has been asked to recognize this examination, for the purposes of admission to the University courses, as equivalent to the Matriculation or Entrance Examination. **Disaffiliation of European institutions.**

187. A serious decline was reported at the end of the quinquennium dealt with in Mr. Hornell's report in the number of male European students studying in Arts Colleges. No change took place during the year in the influences ruling the situation, and the figures, although they show a decrease of one only, continue the decline. Twenty-five male European students were returned as studying in Arts Colleges at the close of the year. **Number of male students.**

188. The female portion of the community was not, like last year, unrepresented; two female European students were returned as studying collegiate courses at Loreto House. One Jewess was studying in the Bethune College. **Number of female students.**

Statistics for European Schools.

Defects in returns,

189. It is in many cases impossible from the returns which are submitted for European schools to draw exact conclusions as to the increase or decrease in the number of pupils and institutions, and the increase or decrease of expenditure.

Incompleteness.

190. The difficulty in the case of pupils and institutions is caused by delay or neglect on the part of school managers in submitting returns. This year for instance the Inspector reports that four unaided institutions,—the Doveton College, the Chandernagore Convent School, the Rockingham Girls' School and the Armenian College,—and one aided school,—the East Indian Railway School at Asansol—in spite of repeated and urgent reminders either failed to submit any returns at all, or to submit them within 10 weeks of the due date. This however is a difficulty which the Department can easily control by stoppage of grant-in-aid or withdrawal of recognition, and action will be taken next year for the submission of complete and punctual returns.

Incorrectness.

191. The other difficulty is a more serious one. The worthlessness of the figures as to private expenditure has been subject of remark for several years. In the report for 1904-1905, although the returns had been carefully supervised and showed a decline of over a lakh and a half in the total expenditure for the year, the suspicion was recorded that the expenditure, especially from subscriptions, was still considerably overstated. In his report for 1905-1906 Mr. Earle also drew attention to the uncertainty and vagaries of the returns, and again in the Quinquennial Review the authenticity of the figures for the closing year of the quinquennium was discredited. It was therefore found necessary in the year under review to apply to Government for expert assistance in order that the accounts of European schools might be regularized.

Appointment of auditor.

The proposals submitted have had outcome since the close of the year in the deputation of Mr. Bryning, Chief Superintendent of the Office of the Accountant-General, Bengal, for a period of one year, to audit the accounts of European schools and devise a system of accounts generally suitable for future use.

192. Authentic and complete returns may therefore be expected for the year now current. Meantime, however, account must be taken of the preceding remarks in any consideration which may be given to the statistics now submitted in the tables annexed to the report.

The Revised Code.

Redraft of the revised Code.

193. The revised Code of Regulations for European Schools has now been redrafted in view of the reservations made by the Government of India with regard to curriculum and fees when they communicated their general sanction to the Code in August 1905.

194. Reference is made in the Quinquennial Review to the proposals submitted to Government by the late Director prior to the actual revision of the Code, particularly to those in respect of the classification of schools, the courses of study, and the scholarship and examinational system. The proposals for revision were ultimately approved by the Government of India towards the close of the year under report: a redraft of the Code in terms thereof was taken in hand by Mr. Hornell and Mr. Earle when they were on special duty in the beginning of the current year, and has now been submitted to Government for approval. It may be hoped that the Revised

Relative proposals.

Code will be published before the close of the year. On that assumption it has been proposed—

(1) That the High School and Scholarship Examination, the Middle School and Scholarship Examination, and the Primary Scholarship Examination will be held for the last time at the beginning of 1909;

(2) That the first list of recognized secondary and elementary schools—according to the new classification—will be published at the beginning of 1910;

(3) That as soon as possible after the issue of the Government Resolution and the Revised Code, each school should address the Inspector of European Schools stating the grade—elementary or secondary—to which it desires to belong, and showing the curriculum which it proposes to teach and the arrangements which it proposes to make for teaching it; and

(4) That, on receipt of the Inspector's report, the Director of Public Instruction will decide to which grade each school will belong.

195. It is important to note the decision of the Government of India that the recognition of schools is to be determined by the ordinary machinery of the Education Department and not by a Board of three persons as recommended by the conference which met in Calcutta in the beginning of 1906. The recognition of schools.

Secondary and Primary Schools.

196. The returns for 1907-1908 show 67 primary and secondary schools for Europeans. If the number of the schools which omitted to submit returns be included the total comes up to 72, the same number as was recorded in the previous year after a similar inclusion of the schools which were known to be in existence but which had not submitted returns. Number of schools.

197. On the 31st March 1908 there were 7,879 pupils on the rolls of the 67 schools which submitted timely returns. Of these 7,407 were Europeans and Eurasians—an increase, despite a reduction of 2 in the number of schools which submitted returns, of 219 in the year under report. Number of pupils.

198. This increase, taken in conjunction with the fact that the numbers for last year also showed a substantial increase on those of the year before, appears to bear witness to an awakening interest in education on the part of the community. It is also satisfactory to note that the increase has not been confined to Primary schools, but that the number of pupils in the secondary stage of education (2,127) shows a considerable advance (108) during the year. This advance is particularly marked in the number of pupils who have waited on to complete the full school course. Three hundred and fifty-nine pupils were returned as being in the high stage of instruction; the number of boys (249) and the number of girls (110), showing an increase of 46 and 53 respectively over the figures of the previous year. This increase is accompanied by an increase (from 15 to 40) in the number of European pupils returned as being on the rolls of secondary and primary schools for Indians at the close of the year. General Advance.

Expenditure on Secondary and Primary Schools.

199. The total expenditure incurred during 1907-1908 on the education of Europeans and Eurasians is returned as Rs. 16,68,539, a decrease of over a lakh in the expenditure for the year. Examination of the tables will show that a recorded increase in the total expenditure from every other source is overwhelmed by a decrease of Rs. 1, 73, 552 in the sums returned under the head of private sources. The Inspector suggests that, if the figures are to be trusted, the decrease may be set down as partially due "to the substitution of Government aid for private effort with regard to the item of Rs. 81,020 contributed by Government on account of free boarders' grant." It does not appear necessary, however, to accept this depressing explanation, as the sums returned for expenditure on boarding charges from fees and private sources show an increase of over Rs. 8,000. Attention may be directed in this connexion to the expenditure from private sources on buildings, which, according to the returns, declined from Rs. 1,90,204 in 1906-1907 to Rs. 16,255 in the year under report, a difference of Rs. 1,73,949, which more than accounts for the whole decrease. Decrease of total expenditure.

200. Of the total expenditure, Rs. 4,79,180 was contributed from Provincial revenues and Rs. 2,271 from Municipal funds. These figures show an increase of Rs. 35,611 and Rs. 306 during the year. The increased expenditure from Provincial revenues is not, however, so great as it appears to be from the tables, as the total expenditure shown in the returns for 1906-1907 was made up without inclusion of the figures for the money spent on the buildings of Government institutions. If we deduct the sums paid on this account from the returns for the year under report, the total Government expenditure comes out at Rs. 4,50,541, the increase of Rs.6,972 for the year being more than accounted for by the appointment of a senior officer as Inspector of European Schools and the consequent increased expenditure under the head of Inspection. The contributions from provincial revenues will thus appear to have remained almost constant. Distribution of expenditure.

The two Government Schools.

The Victoria School.

201. The total expenditure on the Victoria School, Kurseong, amounted to Rs. 78,295: the cost to Government was Rs. 46,997, and the average roll number rose from 175 to 186.

The Dow Hill School.

202. The total expenditure on the Dow Hill School, Kurseong, was Rs. 45,976; the cost to Government Rs. 23,585, and the average roll number rose from 97 to 114. This shows a very considerable decrease in expenditure for the year under report. It is, however, reported to be due to the fact that last year's figures included by mistake a large sum on account of boarding allowances for the students and staff of the training class.

Grants-in-aid.

Decrease.

203. A slight decrease (Rs. 7,667) during the year is recorded in the grants in aid of direct expenditure, which amounted to Rs. 2,13,213.

Boarding-grants.

204. The introduction of the special grants for orphans and destitute children cost Government a sum of Rs. 81,020, under the head of Boarding Charges.

Shrinkage in unaided list.

205. The Inspector writes—

"The tendency to shrinkage in the unaided list, on which I commented last year, still continues, and it seems not improbable that in a few years time there will only be two classes of European schools—Government and aided."

This tendency must be confirmed by the more exacting requirements of the Revised Code when it is introduced. The increased efficiency which is contemplated cannot well be secured without greatly increased expenditure, and Government will in all probability be called on to bear a large share of the increase. The Code makes provision for giving Supplementary Grants and Fixed Grants to schools for the efficient maintenance of which the ordinary grants are insufficient.

Examinations.

The Departmental and the Cambridge Senior Local examinations.

206. The examination results are remarkable for the decrease in the number of candidates sent up for the Departmental High School Examination and the increase in the number of those sent in for the Cambridge Senior Local Examination. For the former examination only 29 candidates appeared, as opposed to 92 in the preceding year. The decrease in number was attended by a remarkable increase in the percentage of success, which rose from 38 to 62. The popularity of the Cambridge Examination is evidenced by the fact that more than four times as many candidates were sent up in 1907 as had appeared in 1906. The results were satisfactory, 22 candidates passing out of a total of 42, and two certificates in Honours being obtained.

207. The figures above recorded appear, as far as the figures for a single year can do so, to confirm the wisdom of the proposed substitution, under the Revised Code, of the Cambridge University, instead of the Departmental, Examination as the final test at the end of the European school course.

The Calcutta University Entrance Examination.

208. European schools also sent in candidates for the Entrance Examination of the Calcutta University and obtained a total of 29 passes—9 in excess of the previous year.

Number of pupils passing one of these school final examinations.

209. The net result, looking on each of these examinations as a school final test, is that the number of European and Eurasian pupils passing out from school with a certificate testifying to the successful completion of their school course was 69 as compared with 34 in the preceding year.

The Middle School Examination.

210. At the Middle School Examination 125 candidates appeared, of whom only 37 were successful. This is an extremely unsatisfactory result.

Scholarships.

211. The proposals which were submitted to Government with regard to scholarships during the year under report are summarized in paragraphs 642 and 644 of the Quinquennial Review. Sanction has recently been

conveyed to the schemes proposed for the award of collegiate and final scholarships. The proposals for the award of elementary and secondary scholarships are incorporated in the Revised Code of Regulations.

Professional and Technical Training.

The Training of Teachers.

Male Teachers.

212. In the classes and institutions for the study of Law, Medicine, Art, Commerce, and Engineering the Eurasian and domiciled European community has its representatives; but there is not a single European or Eurasian male student in the Province undergoing training as a teacher. The vexed question of the training of teachers for European schools is as far from solution as ever. No definite report has been received from the Inspector of European Schools with regard to the recruitment of European male teachers in this Province for the training class in connexion with the Lawrence Military Asylum, Sanawar. It is understood, however, that the quest for teachers willing to undergo training has up to date proved entirely unsuccessful. The proposals for the establishment of a training college for female students at Kurseong still await the orders of Government.

Female Teachers.

213. With regard to the present training class at Kurseong, the Inspector reports that the work was seriously handicapped during the year by the necessity of appointing Miss Davies, in addition to her duties in connexion with the training class, to officiate as Head Mistress of the Dow Hill School for the greater part of the year. There was a decline in the number of certificates issued at the end of the course. After commenting on the difficulties under which the work of the training classes had to be carried on, the examiners remark:—

"Bearing these facts in mind, we may regard the results of this year's examination as not unsatisfactory. It is impossible that results can ever be thoroughly satisfactory until the previous education of the students has become less unsound than it has been in past years and still continues to be. When European education in Bengal has obtained an adequate curriculum for secondary schools and at least a few schools properly equipped and staffed for teaching such a course, it may reasonably be hoped that a class of students will enter the Training College of a very different intellectual calibre from that of the past and present students of the institution. Were a strictly European standard insisted on at once, it would probably be found impracticable to issue any certificates at all. But until a first rate standard is obtainable, we have to be perforce content with one that falls very far short of it."

General.

Medicine.

214. A very fair number of European and Eurasian students take up the studies of Medicine and Engineering. Fifty-nine male and 16 female students were studying at the close of the year in the Medical College, Calcutta. This is a very considerable advance for the year, although it is not yet sufficient to re-establish the position reported by Mr. Hornell in his Review as prevailing at the end of the previous quinquennium.

Law.

215. The Law classes had only four and the Calcutta School of Art three European and Eurasian students on their rolls at the close of the year.

Engineering.

216. The number of students at Sibpur College remained constant at 45. The popularity of the Sub-Overseer class at the Victoria School, Kurseong, is attested by an increase in the roll number from 11 to 15 at the close of the year. Only three students, however, passed the Sibpur examination. Sub-Overseer classes have also been started at the Goethal's Memorial Orphanage and in connexion with the St. Andrew's Colonial Homes at Kalimpong.

Technical instruction.

217. Good work is being done by the technical night schools. The Calcutta Technical School, which is now on the aided list, provides a valuable course of theoretical instruction for the apprentices of the great engineering firms. It had 49 boys on the rolls when the Inspector visited it in August 1907. The East Indian Railway Technical School for apprentices at Jamalpur had an average nightly attendance of 60.

Commercial instruction.

218. Mention has already been made in Chapter VII of the very dismal failure of the Commercial Department of the Victoria Boys' School, Kurseong. Favourable reports have been received of the progress of the Commercial classes in connexion with the Young Men's and Young Women's Christian Associations in Calcutta.

The Eurasian Question.

The problem of the *Kintals*.

219. The Inspector of European Schools devotes a considerable portion of his report to the problem presented by the children of the submerged Eurasian slum population of Calcutta. In the Quinquennial Review the problem of giving these children a chance in life is presented as one of the tasks with which European schools in India are confronted. Information which will lead to a determination of the magnitude of the task is not at present available, but, although doubt may be thrown on the estimate of Mr. Hallward, who puts the number of these children at approximately 1,600, there can be no doubt that a very large number of Eurasian children exist at present in the *kintals* of Calcutta in a state of degradation and destitution beyond the present reach of educational recovery. The question of how they are to be reached is one which is extremely difficult of solution. Currency was given in Mr. Hornell's report to an opinion with regard to the "real" Eurasian slum-dwellers that "they remain at present almost unreached, and, some will say, unreachable."

The work of reclamation.

220. The work of reclamation, which is as much philanthropic as educational in character, is one which can best be continued or undertaken with the help of the religious agencies which are already working zealously in the cause of the education of the Eurasian poor. In the meantime the situation exists without definition, and no satisfactory proposals for dealing with it may be expected before an exact investigation is undertaken with a view to action and the possibilities of expenditure from Government and private sources are clearly laid down.

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

Progress.

Increase in number of pupils.

221. At the close of the year there were 2,09,683 Muhammadan pupils in all institutions for the instruction of Indians which submitted returns,—an increase of 25,368 or roughly 14 *per cent.* over the numbers of the previous year. This very remarkable increase cannot, however, be accepted as indicative of a corresponding advance of Muhammadan education. The following paragraphs undertake an examination of the progress made and an explanation of the statistics.

Decrease in number of students.

222. A very serious decline has to be recorded this year in the number of Muhammadans undergoing University education. The small number of 420 in 1906-1907 was reduced at the close of the year to 364, the diminution having taken place all along the line—in Arts, Law, Medicine, and Engineering.

Increase in number of pupils in Secondary Schools.

223. The number of pupils studying in secondary schools has, however, risen from 14,089 to 15,084, an increase of a little more than 7 *per cent.*; and it is particularly reassuring to note that the increase has not been confined to Middle schools. the number of Muhammadan pupils in High schools having gone up from 7,170 to 7,573.

Apparent decrease of number in Primary Schools.

224. In Primary schools the returns show a decrease in the numbers from 1,42,780 to 1,38,090. Similarly in private institutions a decrease appears, the numbers having sunk from 17,062 to 15,273 These diminutions, as will be seen from the following paragraphs, do not, however, correspond with an actual decline in the school attendance of Muhammadan pupils.

225. The figures under the head of School Education, Special, are revolutionary, showing an increase from 9,964 to 40,872—an increase which does much more than absorb the decrease in the numbers examined in the preceding paragraph and which, as will be shown, accounts for it. Some of the details are of interest. It may be particularly noted that there has been a considerable increase in the small number of pupils attending *Madrasas* and also in the number of pupils attending training schools; the latter increase from 137 to 378 being due to the opening of the new *guru*-training schools and the improved terms offered to *gurus*. But the increase which particularly calls for attention is that from 7,093 and 688 in the case of male and female pupils of miscellaneous schools to 32,256 and 6,017 respectively. For an understanding of this an explanation is necessary. For the purposes of the scheme of grant-in-aid to *maktabs* which came into full operation in 1906-1907 the *mufassal maktabs* were divided into three classes:— Explanation of apparent decrease. Scheme of grant-in-aid to *maktabs*.

I.—Those which give religious instruction only.

II.—Those which teach Urdu or Persian or both (with or without the Koran) and also, up to an elementary standard, arithmetic and the vernacular of the district.

III.—Those which teach the full departmental course with Urdu or Persian as an additional optional subject.

226. The *maktabs* of class I were not to be aided, but were to receive a small registration fee to induce them to send in returns. Those of class II were to be aided on the usual primary scale, and those of class III were to receive an enhancement of 25 *per cent.* on the usual primary grant. It was anticipated that—

(1) *maktabs* formerly unreturning would so be induced to submit returns; Objects of scheme.

(2) that existing *maktabs* would tend to adjust their curriculum so as to earn the highest possible grant; and

(3) that new *maktabs* would, under the improved conditions, be called into existence.

227. These anticipations have been realized, but it is unfortunately impossible from the returns to give any precise account of the actual increase in Muhammadan pupils during the year under report. In addition to the difficulty which arises from the absence of separate returns of new *maktabs*, and of *maktabs* which have emerged for the first time into recognition, there is a difficulty arising from the uncertainty of classification. *Maktabs* of class III were formerly returned under the head of Primary Schools. In many cases this year—and this accounts for the apparent decrease noticed in paragraph 224 in the number of Primary schools—they have been included under the head of Special Schools—Miscellaneous. It may be mentioned in passing that the decrease in the number of pupils in private institutions noticed in the same paragraph is obviously due to many of these institutions having adjusted their curriculum so as to secure a grant-in-aid under the scheme, or having registered themselves for the first time and brought their pupils in to swell the general returns. But it is impossible to derive from the figures any indication of the increase in the number of *maktabs* of the various classes or the actual increase in the number of Muhammadan pupils under instruction at the close of the year. The Inspectors' reports are illiberal of detailed comment on this subject; but the following excerpts from the Orissa and Patna reports testify to the success of the scheme and may be taken as indicating that there has been a considerable increase during the year in the number of Muhammadan boys and girls under instruction. Success of scheme.

Rai Madhu Sudan Rao Bahadur reports from Orissa:—

"It is gratifying to note that many *maktabs* conforming to departmental standards were founded during the year under review, and that some lower primary schools situated in Muhammadan villages were transferred into *maktabs* of class III of the new scheme."

And Mr. Thickett from Patna:—

"The Government grant for subsidizing the *maktabs* of the several classes has secured the stability of these institutions, and the appointment of inspecting Maulvis, the establishment of model *maktabs*, and the systematization of the course of studies have greatly helped the development of Muhammadan education."

Reported apathy of Hindu officers to Muhammadan education.

228. Mr. Lambert, the Inspector of the Burdwan Division, points to the fact that the bulk of the increase in his division has taken place in the districts where there are Muhammadan officers on the inspecting staff as an indication of the apathy of the Hindu officers in other districts to the cause of the educational advance of the Muhammadan community.

229. Steps will be taken to have the classification of *maktabs* in the returns put on a footing which will render the statistics for the next annual report intelligible.

The Government Madrasas.

The Calcutta Madrasa.

230. Dr. Denison Ross, the Principal, reports progress in the Calcutta Madrasa in the year 1907-1908.

231. The number of students in the College Department remained unaltered; but there was a substantial increase—from 265 to 359—in the rolls of the Anglo-Persian Department. The numbers in the Arabic Department also increased, but less markedly, the rise being from 473 to 500. During the year the University Inspectors recommended the withdrawal of the anomalous affiliation of the Madrasa as a second grade college on the ground that the students who were studying the University courses were being instructed not at the Madrasa but at the Presidency College. This withdrawal of affiliation has in the current year been recommended by the University and sanctioned by the Government of India.

The Hooghly Madrasa.

232. There was a slight increase in the roll numbers of the Hooghly Madrasa, and its record for the year is as satisfactory as conditions would permit. This institution awaits attention to its needs. Proposals are on the way. Meantime the staff was strengthened during the year under report by the employment of three additional Maulvis.

The Nawab's Madrasa, Murshidabad.

233. The Nawab's Madrasa, Murshidabad, as has been previously explained, is a Madrasa only in name. Proposals for its amalgamation with the Nawab's High School, Murshidabad, are now before Government.

Examinations.

University-examination.

234. The total number of Muhammadan candidates (225) who passed the Entrance and University Arts Examinations during the year 1907-1908 shows an increase of 33 for the year. A large increase in the number of passes in the B.A., and Entrance Examinations was accompanied by a large decrease in the F.A. Five Muhammadan students passed the M.A. Examination, the same number as in the preceding year. No Muhammadan student took the B. Sc.

Madrasa Central Examination.

235. At the Madrasa Central Examination held in April 1908, 121 candidates presented themselves; 95 passed.

Improvement of Muhammadan Education.

236. Towards the close of the year under report the question of the improvement of Muhammadan education was taken up for radical consideration by the late Director. A conference of leading Muhammadan gentlemen was, with the approval of Government, convened on the subject of the institution of a Title Examination at the Calcutta Madrasa and other problems in connexion with the education of Muhammadans. The first meeting of the conference was held on 10th December 1907 and three sub-committees were appointed; the first considered the institution of a Title Examination, the courses of study, the teaching of English in *Madrasas*, and connected questions; the second considered the question of improving the education given in *maktabs*; and the third considered the question of the teaching of Urdu in Bengal. The reports of these sub committees were received by the end of the official year. Discussion followed, and as an outcome of the conference definite proposals have now been laid before Government for the establishment of a Title Examination, the reform of the courses of study in the Madrasa, and generally for the improvement of Muhammadan education. They involve an initial expenditure of Rs. 8,400 and a recurring annual expenditure of Rs. 1,30,804, and cover the whole field of special Muhammadan education from

collegiate to primary. These proposals and the orders passed on them will fall to be reported in detail in the next annual report.

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

The Education of Chiefs and Nobles.

237. The late Director towards the close of the year visited Murshidabad with a view to making final arrangements for the long discussed amalgamation of the Nawab's Madrasa and the Nawab's High School. Proposals are now before Government for the amalgamation of the two schools under the title of the Nawab Bahadur's Institution, with effect from the opening of the classes after the approaching Christmas vacation. The Nizamat pupils will study at the amalgamated institution, where the special privileges which they have hitherto enjoyed will be conserved to them.

The Education of Aboriginal and Backward Races, Low Castes, and Indigent Classes.

238. The aboriginal population of Bengal has been roughly estimated at about two million people with about 300,000 children of school-going age, the great majority of whom are beyond educational influence. Mr. Nathan wrote in the Quinquennial Review for the period ending 1901-02:— Arrest at close of 1906-07 of previous retrogression of education of the aboriginal races.

"In spite of special schools and special encouragement, the statistics for the period under review are most unsatisfactory, the total number of pupils of aboriginal and backward races having fallen from 37,870 to 30,203."

It will be seen, however, from Mr. Hornell's review that, so far as the somewhat doubtful returns may be credited, the note of the succeeding quinquennium was progress, the number of pupils under instruction having risen at the end of the period to 46,136.

239. In the midst of the many pressing questions of reform which have recently engrossed the attention of the Department, the question of the expansion of education among the aboriginal races has not been neglected, and during the year under review such efforts as were made to extend the scope of aboriginal education have been attended by marked success. The returns show the total number of pupils under instruction at 51,220, an increase of no less than 4,984 or nearly 11 *per cent.* on the number returned as being under instruction at the close of the previous year. Progress in 1907-08.

240. The most marked expansion has taken place among the Santhals. Notable progress has been made in the education of the Santhal children in the Birbhum district, where the primary grant for this purpose was raised from Rs. 793 to Rs. 4,600. The Inspector in reporting the general increase in the number of aboriginal pupils in his division writes:— Education of Santhals.

"The increase has been effected mainly in the district of Birbhum, where owing to the keen interest taken by Mr. A. Foster, I.C.S., late Magistrate of Birbhum, in the education and welfare of the Santhals, the number of schools for Santhal boys rose from 29 to 61 and the pupils attending them from 648 to 1,454."

The appointment has been made of a special Assistant Sub-Inspector of Schools to supervise the Santhal schools in this district. Again in the Santhal Parganas, where also there is a special grant and a special staff of inspecting officers for Santhal education, the returns show a very considerable advance in the number of Santhal pupils under instruction, which rose during the year from 6,979 to 7,787.

241. Particular encouragement was also given during the year to the education of aboriginal races in Orissa. The number of children under instruction rose from 1,739 to 2,068. The Inspector writes:— Education of aborigines in Orissa.

"The bulk of these pupils are Khonds who reside in the hill tracts of that district within the range of Hindu civilization. The increase in their number is chiefly due to the establishment of additional special schools for them during the year under review out of the increased allotment sanctioned for the furtherance of education among the aboriginals."

The grant made for primary education in the Khondmahals was increased from Rs. 3,596 to Rs. 10,990.

Scholarship.

242. On the examinations held during the year 62 of the primary scholarships were awarded to pupils of the aboriginal races. For many years two Government junior scholarships have been available to aboriginal students (primarily to those from Chota Nagpur), and in the course of the year under report two special senior scholarships were created with the same destination to encourage the pursuance of studies farther than the First Examination in Arts. One student of the aboriginal races passed the last Entrance Examination of the Calcutta University.

Calcutta University Entrance Examination.

Female education.

243. A large number of aboriginal native christian girls are under instruction. The following quotation is taken from the report of Miss Brock with regard to the education of Santhal girls and women:—

"There is no difficulty in getting a certain number of girls to read up to Standard VI and to continue work as pupil teachers in the training class. Among the Santhal women there is no *purdah*, and there is no feeling against the employment of married women as teachers. With little difficulty and the offer of stipends a large class of over five and twenty Santhali women is got together at the Hatigarh American Baptist Mission, where as a rule two years are spent in training them. These women are then employed in the schools of their own village. Occasionally a more than usually intelligent teacher is given the benefit of a training in one of the Calcutta training classes, but her intelligence comes considerably short of that of the average Bengali teacher."

Education of indigent classes and low Hindu castes.

244. The returns in respect of pupils of the indigent classes and the low Hindu castes also show a satisfactory increase (from 67,135 to 70,562) despite the fact that local scarcity of food grains brought about a decrease of the numbers in Orissa and Chota Nagpur. The effect of the prevailing scarcity was most severely felt in the latter division, where the number of pupils was reduced by almost one half, only 6,452 being returned as under instruction at the close of the year.

Education of Pans.

245. During the year under report 30 special schools were started in Angul for Pan children.

The Education of the Children of Tea Plantation Labourers.

General.

246. The situation with regard to the education of the children of labourers employed on the tea gardens of the Darjeeling hills and the Terai, and the measures to be adopted for its encouragement were described in paragraphs 771—773 of the Quinquennial Review. The course of action decided on was that Government should offer a grant of Rs. 12 a month to any garden which would give a site, a building, and a contribution of at least Rs. 8 a month for a school. The latest reports show that of the schools opened under these conditions, 8 are still working and 1 has been closed at the instance of the proprietor. Six proprietors have agreed to open schools, 6 have declined to give any contribution, 6 have promised sites only, and 4 have returned no answer to the reference made to them. It appears that there are 72 gardens in addition to the number originally reported, and steps have been taken since the close of the year to open up negotiations with the managers. The work goes slowly, and the Deputy Inspector reports that planters are prejudiced against the education of the cooly children as tending to lose them to the occupation.

Training of teachers.

247. During the course of the year the subject of training teachers for these schools was taken up, and proposals were submitted to Government for an annual grant-in-aid of Rs. 4,272 and a building grant of Rs. 6,000 to the Scotch Mission, Darjeeling, for the establishment of a training school for primary teachers at Kalimpong.

The Reformatory Schools at Alipore and Hazaribagh.

248. The annual report on the two Reformatory Schools for 1907 has been separately submitted to Government.

249. The question of the removal of the Alipore Reformatory School to a better site was settled by the decision come to at a Conference held on the 19th June 1907, presided over by His Honour the Lieutenant-Governor, to remove the Alipore institution to Hazaribagh and amalgamate the two Reformatories. During the year now current Mr. G. A. Davies of the Prisons Department was put on special duty in connexion with the amalgamation, and,

at the time of writing, the transfer of the boys from Alipore to Hazaribagh has been completed.

Education of Defectives.

250. The only action of any importance taken in the year under report with regard to the education of defectives is that of the District Boards of Gaya, Shahabad, and Saran, which have each created a scholarship of Rs. 10 a month tenable at the Deaf and Dumb School at Calcutta.

CHAPTER XII.

PRIVATE INSTITUTIONS.

General.

251. Particular comment is not called for on the returns of this waning class of institutions. It comprises all those various schools which have not accepted Departmental or University standards, the majority of which are elementary schools—*pathsalas* and *maktabs*—following the traditional or indigenous methods of instruction, in which a handful of pupils are taught by a single *Guru* or *Maulvi*. But there is also a considerable number of more advanced institutions,—*tols*, *madrasas*, and *maktabs*.

Tendency to absorption in public list.

252. There is, as has been previously pointed out, a tendency on the part of these institutions towards adaptation to Departmental standards, resulting in their gradual absorption into the public list. During the year under report this tendency was encouraged, so far as *maktabs* are concerned, by the operation of the system of grants-in-aid to which reference is made in the chapter on Muhammadan education.

Comparative Statistics.

253. According to the returns there were, at the close of the year, 4,271 private institutions with 49,649 pupils. These figures show a decrease of 615 institutions and 4,375 pupils. This decrease is explained, partly by the absorption of private institutions into the public list, partly also by the scarcity which prevailed in some of the Divisions.

254. It is interesting to note that the majority of the whole number of pupils and institutions were in the populous and backward Division of Patna.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

General.

255. The need of special attention being paid to moral training as a part of education is no new one forced into sudden notice by the recent aberration of school boys into politics. More than 20 years ago the Government of India drew the attention of Local Governments, in an often quoted phrase, to the growth of tendencies unfavourable to discipline and favourable to irreverence, in the rising generation in India, and the need for taking action with the view to counteracting these tendencies. It is well to keep this in view when considering the question of the discipline and moral tone prevailing in the schools and colleges of to-day, and to differentiate between the general tendency towards disrespect for authority arising from the unsettlement of tradition by the introduction of Western ideas and the gradual subversion of the social order, and the particular manifestation of that tendency which is the outcome of the recent political agitation. The counteraction of the general tendency referred to is a matter of general and continuing policy and one of the serious problems towards the solution of which educational effort has been bent for many years and which is now receiving a particular measure of attention. The recent manifestation, which has been seen in the active participation of students and school-boys in political movements, is a case for special treatment demanding the local and immediate exercise of disciplinary authority by those in educational charge and the sensible co-operation of parents and guardians.

256. During the year under review the Government of India issued a circular laying down the principles to be observed and the line of action to be followed, with the object of protecting higher education in India from the dangers threatened by the tendency of both teachers and pupils to associate themselves with political movements, and to take a prominent part in organizing and carrying out overt acts of political agitation. The terms of this circular are too well known to call for summary. It is difficult to say what its effect has been; the cases under the circular which came up to the Head Office for disposal were very few in number. But it is believed that there is a growing tendency on the part of parents and guardians, and of the managers of schools and colleges, to realise the soundness of the views on which it proceeds and the futility of allowing students and school-boys to interest themselves actively in politics while they are still under instruction, or of entrusting their education to teachers whose influence tends in that direction.

257. To turn now to the general question, the subject of the development of a healthy spirit amongst students and school-boys by the special encouragement of influences conducive to their moral and physical welfare will be treated under the heads laid down in previous reports.

Hostels and Messes.

Untrustworthy returns.

258. It is to be regretted that the returns with regard to hostels or boarding houses, which are contained in General Table VIII annexed to this report, are so untrustworthy that no conclusions of any value can be drawn from them.

The Calcutta mess scheme.

259. The new University regulations with regard to the residence of students came into force in the year under review. As reported in the Quinquennial Review, the control of the residence of students has by these regulations been assumed by the University, to whom therefore the working of the Calcutta Mess Scheme was handed over in order to avoid the complications which would ensue from dual control. An annual grant of Rs. 15,810 was guaranteed by Government, of which Rs. 9,000 was to meet the estimated difference between the mess rental and the rents collected by the University from students, and the balance to meet the pay of Hostel Superintendents and the pay and allowances of an officer of the Provincial Educational Service lent to the University to act as Inspector of Hostels. The full amount of Rs. 9,000 was not required during the year and a balance of about Rs. 3,000 lapsed to Government.

The University control.

260. Nothing but benefit can be expected to result from the supervision exercised by the University over the residence of students and the enforcement of the strict regulations which have been formulated for the recognition, conduct, and control of hostels and messes. No general report has, however, been published of the working of the University control.

Improvement of the hostel system.

261. Operations have been and are still in progress for the improvement and extension of the hostel accommodation attached to Government colleges and schools, and for the provision—in the spirit of the new regulations—of separate hostel accommodation for the students of the colleges and the school-boys of the collegiate schools. The Minto Hindu Hostel, Patna, and the new Hindu Hostel for the Ravenshaw College, Cuttack, have been completed and are now in occupation. Large sums of money are, however, still required to put the hostel system on a satisfactory footing, and it is unfortunate that it has been found impossible to give even administrative approval to a number of projects for Zilla school hostels which are now ready for submission.

Pay of Superintendents.

262. Meantime, however, it may be mentioned that owing to the failure of Superintendents to realize their responsibilities or exercise more than a perfunctory supervision, many of the hostels do not provide that healthy influence which is a main object of their existence. This may in large measure be attributed to the difficulty of securing really suitable men for the work of Superintendents at the low rates of pay which prevail. The present pay is as a general rule by capitation grant at the rates of one rupee per head in the case of Calcutta hostels and eight annas a head in the case of *mufassal* hostels. The question of the remuneration of hostel superintendents was referred towards

the close of the year to Inspectors of Schools and Principals of Government Colleges, and proposals based on their recommendations will shortly be submitted to Government.

Discipline.

263. The usual small number of offences against discipline and morality falls to be chronicled for the year under report. In so far as they are few in number and undistinguished in character no detailed comment is called for, nor are they sufficient of themselves to justify an unfavourable conclusion as to the state of discipline in schools and colleges. There can, however, be no doubt that the general tone of the relation between teachers and taught is far from what it ought to be. The remarks of the Principal with regard to the discipline of the Presidency College quoted in paragraph 41 of this report describe the quality of its defect. A similar defect may be read in the reports from the Divisions with regard to the discipline in schools. Mr. Stark reports from Chota Nagpur— Unsatisfactory state of discipline.

"The state of discipline in the District Board, Government, aided and unaided, secondary schools of this Division leaves much to be desired. The ideal of discipline does not appear to be very high at present. If the students of an institution do not openly defy the orders of their teachers, if they are not positively impertinent or insubordinate, the authorities of the institutions consider that this state of affairs leaves nothing to be desired in respect of discipline in the schools with which they are connected."

Mr. Prothero, while admitting that discipline continued more or less satisfactory in all classes of schools in Bhagalpur, writes in an interesting note the full quotation of which is forbidden by the limits of this report—

"There is indeed outward conformity to the canons of decency and decorum, courtesy and obedience, but there is no more blind submission, cheerful obedience and inborn reverence; and the discipline which is seen wants the genuine ring about it."

264. What is said of conservative Bihar may be taken to apply with even greater force to Bengal Proper. It must, however, be borne in mind that the special notice which is taken of discipline in the Inspectors' reports under consideration is the outcome not of any sudden deterioration of school discipline in their Divisions, but of the attention which has been directed to the matter lately by the political unrest and the circular of the Government of India before referred to with regard to the participation of teachers and pupils in political agitations. The responsibility for the re-establishment of a healthy discipline rests not only on those actively engaged in instruction, but on parents and guardians, managers of schools and colleges, and also on the Department. A gradual righting might be expected to follow on the improvement and extension of hostels, the general raising of the tone of the teaching profession by improving its pay and prospects, the awakening of teachers to the need for taking a more intimate and friendly interest in the boys under their charge, and the realization by managers that the institutions which they control must be judged not by examinational success alone, but by the more important work which they do in establishing a sane basis for the development of mind and character. Its remedy.

Exercise, Social Intercourse, Text-Books.

265. The influences of physical exercise, of social intercourse between teachers and students, and of text-books are discussed in the last report, and subsequent developments afford little room for comment. Both students and school-boys spend too much time over their books and too little in healthy recreation. The importance of increasing the activity of colleges and schools in the encouragement of physical exercises has not been lost sight of.

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

266. Good work was done during the year by the special committees constituted under the orders of Government—

(1) In connection with the revision of the Syllabus of Studies for the Infant Section and Standards I and II of boys' and girls' schools for Indian pupils.

(2) In connection with the revision of the Syllabus of Studies for Standards III to VI.

(3) In connection with proposals for a School Final Examination.

Important conferences were held with regard to the improvement of secondary education, the improvement of Muhammadan education, and the improvement of the education of Muhammadan girls and women.

267. No account is called for here with regard to the work of these committees and conferences, as it has been dealt with under its appropriate heads in the preceding chapters of this report.

268. In course of the ordinary work of administration conferences were convened by Inspectors and by Deputy Inspectors of Schools at the divisional and at the district head-quarters.

CHAPTER XV.

TEXT-BOOKS.

General.

The Text-Book Committee.

269. The Central, the Bihar, and the Orissa Text-Book Committees continued their useful work during the year under report. No feature of their working, however, calls for special comment.

Model Text-Books.

270. The work of Government in the preparation of model text-books for the new Syllabuses of Study has been commented on elsewhere in this report.

Proposals to publish text books in aboriginal languages.

271. The Inspector of Schools, Bhagalpur Division, deplores the non-existence of Santhali versions of the text-books which are in use in schools, and suggests that Government should subsidize competent Santhali scholars to remove this impediment to the education of the Santhals. Mr. Stark similarly urges that provision should be made for the publication of text-books in Santhali and Oraon,—the aboriginal languages of Chota Nagpur. The subject will receive the consideration of the Department.

The Calcutta School Book Society.

272. The sales of the Calcutta School Book Society amounted during the year to Rs. 1,88,980 as against Rs. 1,52,348 in the year 1906-1907. Detailed enquiries were made into the working of the Society by Mr. Earle, who has, since the close of the year, reported on the matter to Government.

CHAPTER XVI.

SUMMARY OF THE FOREGOING REPORT, AND GENERAL CONCLUSIONS.

273. The general returns for the year 1907-1908 afford encouragement with regard to the educational outlook. The increasing public interest in education was assisted by a vigorous departmental administration: the result is to be seen in an increase in the number of educational institutions; an increase in the number of scholars; and an increased expenditure in respect of education, both from private sources and from provincial and local revenues. In estimating the significance of this advance consideration should be taken of the rise in the price of food-grains and the consequent scarcity, which was felt all over the Province, but with particular severity in the Divisions of Orissa and Chota Nagpur where it was responsible for an actual decrease in the number of schools and scholars.

Controlling Agencies.

Statistics of Management.

274. The returns show a considerable increase in the number of schools under public management, principally due to the opening of a large number of Government training schools for *gurus* and the inclusion of the statistics for the Feudatory States recently transferred to Orissa, which returned 179 schools all of which were under public management.

275. The number of the appointments in the Provincial and Subordinate Educational Services increased by 9 and 104 respectively during the year, and 59 additional appointments were made to the cadre of the Lower Subordinate Educational Service. No addition was made to the sanctioned cadre of the Indian Educational Service. The Educational Services.

276. Appointments were made to the majority of the vacancies remaining to be filled in connexion with the scheme for strengthening the inspecting agency, and an increase of efficiency is reported. Reports with regard to the quality of the men recruited as Sub-Inspectors are unfavourable, and doubt is thrown on the suitability of the present Deputy Inspectors for the responsible charge of education in the districts. Improvement of the Inspecting Agency.

277. The female inspecting agency has been very considerably strengthened during the year by the arrival of a second Inspectress to share with Miss Brock the charge of female education. A marked increase of efficiency has also been secured by the appointments of Assistant Inspectresses so that there was at the close of the year an Assistant Inspectress for each Division. The Inspectresses press for further additions to the staff. Strengthening of the Female Inspecting Agency.

278. Orders were passed by Government during the year for the constitution of governing bodies for Government colleges and Committees of Management for recognized schools, in conformity with the requirements of the new University regulations. Constitution of Governing Bodies for Schools and Colleges.

Collegiate Education.

279. The returns show an increase of 67 students in public and of 301 in private colleges. Statistics.

280. The year under report saw the establishment of the first college classes to study for the courses prescribed by the new regulations of the Calcutta University. Notwithstanding the higher standard set, the colleges—which continued to work under their old affiliation—appear to have had little difficulty in adapting themselves to the new conditions. The reports of the University Inspectors were not, however, completed, nor were the affiliation orders of the Syndicate issued, until after the close of the year. The operation of the new Regulations.

281. Pending sanction to permanent arrangements, temporary facilities have been provided to enable the Government colleges to cope with the increased work under the new regulations. Important developments took place in connexion with the scheme for improving the Presidency College. It was decided to adopt the proposal to extend the college on its present site instead of the more satisfactory proposal to remove it to a suburban area where there would be room for free expansion and work might proceed unhampered by the disturbances and disadvantages incident to the situation in a busy city area. A detailed scheme was prepared accordingly, which involved the acquisition of 22 bighas of land to extend the present site. Towards the close of the year a sum of 3 lakhs of rupees was promised for the purchase of part of the new site and the construction of a Physical laboratory. The Principal pleads for reconsideration of the abandoned proposal to remove the college to the suburbs. While much has been proposed for the improvement of the Government colleges in the spirit contemplated by the new regulations, and the way has been prepared for fulfilment, little was actually done during the year under report. The Government Colleges.

Secondary Education for Indian Boys.

282. The opinion previously held of the unsatisfactory condition of secondary education in the Province was confirmed by the inspection of High Schools undertaken by the University. The question of improvement was considered during the year by a conference of administrative and educational officers, the results of whose labours are embodied in an extensive scheme for the improvement of secondary schools in respect of establishments, buildings, and equipment, on which orders are awaited. Improvement Scheme.

283. Much work was done in connexion with the revision of the courses of study taught in Middle and in High schools. A revised syllabus of studies for Standards III to VI was drawn up by the Special Committee appointed for the purpose, and submitted to Government. At the close of the year the Revision of Courses of Study.

Committee was occupied in the reconsideration of the syllabus in the light of criticisms which had been received from persons and associations interested in education to whom it had been circulated by Government for opinion. With the view of freeing secondary education from subservience to the Entrance Examination of the Calcutta University, another Committee was constituted under Government orders to consider the courses of study for the four highest classes of High schools and to submit proposals for the organization of a School Final Examination. The work was well under way before the close of the year.

Comparative Statistics.

284. The number of pupils studying in secondary schools for Indian boys at the close of the year was 1,49,013,—an increase of 1,726 on the figures of the previous year. The total expenditure increased from Rs. 25,43,105 to Rs. 26,24,413,—an increase of Rs. 81,308, of which Rs. 11,567 was borne by public funds.

Primary Education for Indian Boys.

Revision of Courses of Study.

285. A revised syllabus was published during the year under report for the Infant Section and for Standards I and II, to be introduced into schools from the beginning of 1910.

Abolition of Fees.

286. A report was submitted to Government with regard to the suggested abolition of fees in Primary schools.

Grants-in-aid.

287. Reports agree that the system of payment of teachers by subsistence and deferred allowances has worked well, but that if it is to achieve the object with which it was framed grants-in-aid must be made on a more liberal scale.

Comparative Statistics.

288. Owing to causes which are mentioned in the body of the report the statistics for the year are obscured for the purposes of comparison; but they may be safely read as witnessing an increase in the number of pupils and institutions and an increase in the expenditure.

The Training of Teachers for Indian Schools.

Training of English Teachers.

289. The scheme for the establishment of a training college has been under way for long, and, after a career of some vicissitude, was, at the close of the year, ready to make a modest and experimental start. Orders were issued which sanctioned, pending the establishment of the college, the opening of a class for English teachers in connexion with the Hare and Hindu Schools with effect from 1st July 1908.

The First and Second Grade Training Schools.

290. The quality of the training given in the first and second grade training schools continues to call forth most unfavourable comment. Nothing has been done for their improvement during the year. The question of the reform of these institutions is under consideration.

Guru-training Schools.

291. Funds amounting to close on 6 lakhs of rupees were made available for the necessary initial and recurring expenditure to improve the existing *guru*-training schools and to establish and maintain 96 new ones—one additional school in each subdivision of the Presidency. It was anticipated that it would be possible to run up and complete the new buildings during the year, but this expedition of construction was not by any means realized. Arrangements were, however, made to start in hired premises such schools as were not provided with buildings, with the result that 93 new schools were in operation at the end of the year.

The Training of Female Teachers.

The Training of Female Teachers.

292. The Missionary training classes continued to do good work in the training of female teachers. The interests of efficiency and economy call for an amalgamation of the Missionary training classes in Calcutta. The scheme for the establishment of a residential college at Bankipore for the training of Hindu and Muhammadan female teachers was recommended for sanction to the Government of India before the close of the year. The Calcutta College scheme was unavoidably held back.

Professional and Technical Education.

293. Orders were passed during the year for the closing of the B. L classes in the Government *mufassal* colleges and for the closing of the Agricultural classes at Sibpur. Closing of the B. L. and the Agricultural Classes.

294. No improvement can be recorded in the unsatisfactory state of the B and C classes, which continued, throughout the year, a feeble existence. B and C Classes.

295. While the Government Commercial classes appear to be recruiting a more purpose-like class of students, the numbers in attendance were disappointingly small. The classes labour still under the difficulties arising from public apathy, the supremacy of the University Examinations, and the superior attraction of Government service. Government Commercial Classes.

296. The scheme for the removal of the Sibpur College to Ranchi was elaborated and put forward in a detailed form. The unhealthy condition of the college would appear from the returns to have developed seriously for the worse. The proposed removal to Ranchi should not interfere with the undertaking of vigorous measures for sanitary improvement. These need involve no very considerable expenditure. The Civil Engineering College, Sibpur.

297. Towards the close of the year the establishment was sanctioned of a Joint Technical Examination Board to control the Overseer, Sub-Overseer, and B Class Final Examinations and advise Government with regard to the courses of study for these classes. Joint Technical Examination Board.

298. While Technical and Industrial instruction made some progress during the year, its advancement awaits the control and impulsion which it is anticipated will be secured by the proposed appointment of an expert to take charge of this branch of instruction. Pending settlement of this question Mr. J. G. Cumming, I.C.S., was placed on special duty for six months to enquire into and report on industrial questions in the Province. Mr. Cumming's report, which has been received, lays the ground for progress. Proposed Appointment of Expert to take charge of Professional and Industrial Instruction.

Mr. Cumming's Deputation and Report.

The Education of Indian Girls and Women.

299. The situation with regard to female education is more hopeful now than it has been in the past. While progress is retarded by the lack of Hindu and Muhammadan female teachers, considerable advance was made during the year under report along the present lines of instruction. At the close of the year there were 1,38,279 girls and women in all classes of public institutions for Indians, an increase, after making necessary allowances, of over 10,000 since the close of the preceding year. The direct expenditure increased by over 8 *per cent.* Progress.

300. The Bethune College had a larger number of girls on the rolls than it has ever had before. The results of the college and collegiate school in the University Examinations are most satisfactory. Additional accommodation for this institution is urgently required. The Bethune College.

301. Proposals for the improvement of the model Primary girls' schools and their recognition as Government institutions were under consideration during the year and have, since the close of the year, been sanctioned by Government. Model Primary Girls' Schools.

302. Government sanction was received to a measure which is expected to do much to overcome the opposition to female education in the Muhammadan community. As the outcome of a conference of leading Muhammadans a special syllabus of instruction has been prescribed, and Readers in accordance with the syllabus are in preparation at Government expense. The Inspectresses have been asked to submit proposals for starting special schools with the syllabus and to introduce it in the meantime wherever Muhammadan *zanana* education is being carried on. Female Education in the Muhammadan community.

The Education of Europeans.

303. The University Inspectors recommended the withdrawal of affiliation from the European institutions affiliated to the University. These institutions have not for years made provision for the teaching of University courses. Withdrawal of University affiliation from European Schools.

304. The decline in the number of male European students studying in Arts Colleges was continued during the year under report. Decline in number of European Students in Arts Colleges.

Defects of Statistics.

305. In considering the statistics for European schools account must be taken of the facts—

(1) that owing to neglect or delay on the part of the school managers the returns are incomplete;

(2) that owing to varied and unskilled accounting they are discrepant and incorrect. With a view to remedying the latter defect Mr. Bryning of the Accountant-General's Office has been deputed to audit the accounts of European schools and devise a system of accounting for future use.

The European School Code.

306. The proposals for the revision of the European School Code put forward were finally approved by the Government of India towards the close of the year, and a redraft of the Code has since been submitted to Government for approval.

Increase in the number of Scholars.

307. There was a considerable increase during the year in the number of European and Eurasian pupils under instruction. The advance is particularly marked in the number of pupils who waited on to complete the full school course.

Management.

308. The tendency to shrinkage in the list of unaided schools, which was previously commented on, continued. This tendency must be confirmed by the more exacting requirements of the new Code when it is introduced.

Examinations.

309. The examination returns appear to confirm the wisdom of the proposed substitution under the new Code of the Cambridge University, instead of the Departmental, Examination as the final test at the end of the European school course.

Professional and Technical Training.

310. The most noticeable fact with regard to professional training is that there is not a single European male student in Bengal under training as a teacher. There was a considerable advance during the year in the number of students who took up the studies of Medicine and Engineering.

The Education of Muhammadans.

Comparative statistics.

311. There was a serious decline in the number of Muhammadans undergoing University education. The number of Muhammadan pupils in secondary schools, however, shows an increase of 7 *per cent.* during the year. While the returns for Primary schools are somewhat difficult of interpretation, it would appear to be a safe conclusion that there has been a considerable increase in the number of Muhammadan pupils in these schools.

The encouragement of *Maktabs*.

312. The scheme for the encouragement of *maktabs* was successful in its operation. *Maktabs* formerly unreturning submitted returns; others adapted their curriculum to departmental standards to earn grants-in-aid; and many new *maktabs* were started.

Improvement of Muhammadan Education.

313. As the outcome of a conference of leading Muhammadans which was held during the year proposals have now been submitted to Government for the establishment of a Title Examination, the reform of the courses of study in the Madrasa, and, generally, for the improvement of Muhammadan education.

The Education of Special Classes.

Aboriginal and backward races, low castes, etc.

314. The returns show the total number of aboriginal students under instruction at 51,220, an increase of no less than 4,984 or nearly 11 *per cent.* on the number returned as being under instruction at the close of the previous year. The most marked expansion has taken place among the Santhals. The returns in respect of pupils of the indigent classes and the low Hindu castes also show a satisfactory increase—from 67,135 to 70,562.

Education of children of tea-plantation labourers.

315. The scheme for the education of the children of tea-plantation labourers has had but a moderate success. The work goes slowly; it is reported that planters are prejudiced against the education of cooly children as tending to lose them to the occupation.

The Reformatories.

316. The removal of the Alipore institution to Hazaribagh and the amalgamation of the two Reformatories was determined on. The transfer of the boys from Alipore to Hazaribagh has now been completed.

Private Institutions.

317. These institutions tend towards conformity with departmental standards, and absorption in the public list. The returns show a decrease of 615 institutions and 4,375 pupils during the year.

Physical and Moral Training.

318. While there have not been many grave breaches of discipline during the year, the tone of the relations between teachers and taught continues to be unsatisfactory. Unsatisfactory tone of discipline.

319. Few cases have come up for disposal calling for action in terms of the Government of India circular as to the participation of students and teachers in politics. It is believed that there is a growing tendency to realize the soundness of the views on which it proceeds and the futility of allowing students and school-boys to interest themselves actively in politics, or of entrusting their education to teachers whose influence tends in that direction. Participation of students and teachers in politics.

320. Advantage is expected to accrue from the operation of the new University regulations with regard to the residence of students, which came into force in the year under review. Large sums of money are still required to put the hostel system on a satisfactory footing. Hostels and Messes.

Educational Conferences and Text-Books.

321. Reference is made to Chapters XIV and XV, which treat of these subjects, and are most brief.

General Conclusions.

322. Perhaps the most striking feature of the record of work that fills the preceding pages is the large number of projects that have come to maturity towards the end of the period under report. Activity in educational matters has increased largely during the last few years, and has been especially manifest in the past biennium, the period of Mr. Earle's administration. The visible signs have been many. A keen interest has been evinced in all quarters in educational reform, and both Government officers and private workers have bestirred themselves towards this end; there has been a valuable survey of the educational needs of the Province, and lastly the lines along which educational progress must take place have been carefully laid down. In all this there is ground for satisfaction, but unfortunately there is another side to the picture. Though the financial difficulties in the way of educational progress have not been overlooked, and were indeed specifically referred to in the Government resolution on last year's quinquennial report, a sufficiently systematic examination of the extent to which lack of funds will affect the educational position in the immediate future has hitherto not been made. Such an examination unfortunately points to the conclusion that, after reaching a point at which we were ready to make an immediate advance along the various lines indicated in the report, we must now cry a sudden halt and confess our inability to carry out aught but an insignificant portion of the projected reforms within a period that would make the contemplation of these reforms of any practical interest. The financial problem is undoubtedly a difficult one. It may be roughly calculated that to give effect to the reforms indicated in the preceding pages, a sum of 25 lakhs will have to be added for necessary expenditure to the present educational budget, and this, too, leaving out of account the suggested abolition of fees for primary education. If the latter reform be also carried out, a further expenditure of between 30 and 60 lakhs will have to be incurred. In addition there will be a heavy non-recurring expenditure which for all practical purposes may be regarded as recurring as it will probably have to be extended over the next 20 years. Before, therefore, educational policy can shape its future course, the financial question has to be dealt with and some definite understanding on the subject arrived at. If it were possible to provide the additional funds indicated above within say the next five years, the educational projects referred to in the report could be taken in hand

immediately. If, however, only a portion of the necessary funds is likely to be forthcoming, a definite educational policy should be laid down as to the priority according to which the various projects should be taken up. It is better to do one thing well than half a dozen badly. While allowing, therefore, for a modest general improvement in education along the old lines, any surplus funds should be assigned according to definite principles of priority, and the most reasonable principles would appear to be, firstly, that Government projects should ordinarily come before private projects and, secondly, that schemes for educational improvement should proceed according to the following order:—

(*a*) Collegiate education.
(*b*) Secondary education.
(*c*) Primary education.

There will no doubt be a difference of opinion as to the relative claims of these three branches of education, but the order here indicated is that which educational progress has hitherto followed in all civilized countries; and there is nothing in the special circumstances of India to indicate that the experience gained elsewhere would not be applicable here. It is also not unlikely that there will be an outcry against the proposed postponement of the claims of private to those of public institutions, but here too it would appear to be fairly obvious that the latter should be made efficient before the former are assisted beyond the present scale from Provincial revenues. Though no definite promises have been given to private institutions that they would in future be more liberally aided, it is undoubtedly the fact that in harmony with the general spirit of hopefulness as to the educational outlook, which has received a certain amount of encouragement from official utterances, the demands of private educational bodies on the public purse have been recently increasing to an alarming extent. In the case of building grants for instance, where formerly assistance to the extent of Rs. 10,000 was asked for with diffidence, applications for sums varying between half a lakh and a lakh are now not at all unusual. Though it is no doubt unpleasant to check hopes of more liberal aid to private educational effort, it is better that non-availability of funds for this purpose should be clearly indicated than that we should allow a state of affairs to continue under which a feeling of resentment will be aroused by each individual refusal.

G. W. KÜCHLER,

Director of Public Instruction, Bengal.

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EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal for the official year 1907-1908.

(For details see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
				Collegiate education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary and other Schools not conforming to Departmental Standard.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions. For males.	32	15	1,469	33,960	212	2,255	37,943	1,283	2,917	4,200	42,143	Institutions to number of towns and villages. 28·0
		Males 2,66,74,767													
		Females 2,70,97,147													
	Towns, including Municipalities, 146	Total 5,37,72,184	Institutions. For females.	2	...	72	3,384	20	7	3,485	..	71	71	3,556	2·3
	Villages 1,50,002														
1,24,432	Total 1,50,148		Total ...	34	15	1,541	37,344	232	2,262	41,423	1,283	2,988	4,271	45,699	30·4
		Number of population of school-going age:—													
		Males 40,01,215	Scholars. Males	5,455	1 986	1,52,471	9,34,121	3,103	49,431	11,46,567	13,740	33,584	47,324	11,93,891	Male scholars to male population of school-going age. 29·8
		Females 40,64,613													
		Total 80,65,828	Females	38	20	6,578	1,27,803	382	7,153	1,41,974	462	1,863	2,325	1,44,299	Female scholars to female population of school-going age. 3·5
			Total ...	5,493	2,006	1,59,049	10,61,924	3,485	56,584	12,88,541	14,202	35,447	49,649	13,38,190	16·5

GENERAL

Abstract Return of Expenditure on Public Instruction in

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
1.—Institutions { For Males ...	Rs. 8,54,843	Rs. 5,59,099	Rs. 29,56,085	Rs. 27,96,586	Rs. 2,12,945	Rs. 7,45,053	Rs. 81,24,611
„ Females ...	27,453	...	4,81,008	3,68,379	42,393	...	9,19,233
Total ...	8,82,296	5,59,099	34,37,093	31,64,965	2,55,338	7,45,053	90,43,844
2.—(*a*) Percentages of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	9·25	10·53	15·35	7·17	5·28	8·73	56·31
(*b*) Percentages of District Fund expenditure included in columns 2—23 to total District Fund expenditure on Public Instruction.	·11	...	14·51	63·07	·11	3·16	80·96
(*c*) Percentages of Municipal expenditure included in columns 2—23 to total Municipal expenditure on Public Instruction.	·99	...	17·58	58·62	...	7·24	84·43
(*d*) Percentages of Total expenditure included in columns 2—23 to total expenditure on Public Instruction.	7·0	4·4	27·3	25·26	2·03	5·81	72·7
3.—Average cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions. { Cost to Provincial Revenues.	218 1 7	453 8 3	25 3 5	5 6 4	71 4 2	123 12 9	58 15 4
Cost to District and Municipal Funds.	...	...	0 0 6	0 0 10	0 6 11	...	0 1 2
Total cost ...	326 14 9	537 8 0	47 5 0	5 14 5	74 0 5	140 9 4	78 14 11
District Board institutions. { Cost to Provincial Revenues.	...	...	...	...	...	...	...
Cost to District Funds.	80 0 0	...	6 3 11	3 4 7	...	50 14 7	5 5 8
Total cost ...	453 3 2	...	10 15 9	3 8 2	...	74 2 11	8 7 2
Municipal institutions. { Cost to Provincial Institutions.	47 4 5	...	3 9 8	...	...	...	3-12 0
Cost to Municipal Funds.	7 9 10	...	2 13 8	4 7 4	...	...	3 6 10
Total cost ...	164 11 2	66 1 1	21 2 11	5 9 1	...	...	21 0 5
Institutions in Native States. { Cost to Native States Revenues.	...	...	12 6 0	1 7 6	...	16 8 2	2 15 3
Cost to District and Municipal Funds.	...	...	0 2 8	0 0 9	...	...	0 1 0
Total cost ...	...	...	13 1 2	2 6 4	...	16 9 1	3 13 6
Aided institutions. { Cost to Provincial Revenues.	43 1 0	...	4 1 11	0 4 10	52 5 9	1 11 7	0 13 0
Cost to District and Municipal Funds.	...	...	1 7 2	0 14 4	0 1 11	0 15 3	0 15 2
Total cost ...	123 3 11	...	22 0 7	3 4 7	109 0 5	7 4 5	5 6 8
Unaided institutions— Total cost ...	101 7 7	36 7 9	19 1 11	2 2 6	14 7 6	9 14 2	7 11 6
All institutions. { Cost to Provincial Revenues.	72 11 2	205 15 7	4 1 6	0 4 8	67 13 1	6 14 4	1 14 5
Cost to District and Municipal Funds.	0 7 9	...	1 3 1	0 12 5	0 6 1	0 13 7	0 13 3
Total cost ...	167 9 9	264 3 7	22 2 10	3 2 3	79 6 4	14 0 9	7 6 1

TABLE II.

Bengal for the official year 1907-1908.

General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	Total expenditure on Public Instruction.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
7,39,339	1,40,809	8,80,148	1,50,124	1,20,889	7,08,172	2,59,858	13,93,192	26,32,235	1,25,56,227
7,39,339	1,40,809	8,80,148	1,50,124	1,20,889	7,08,172	2,59,858	13,93,192	26,32,235	1,25,56,227
11·64	2·23	13·87	1·92	2·93	14·61	4·39	5·96	29·82	100·0
1·71	·46	2·17	...	...	7·85	3·52	5·5	19·04	100·0
5·49	·69	6·19	...	...	2·27	·36	6·75	15·57	100·00
5·9	1·1	7·0	1·1	·9	5·6	2·6	11·13	21·3	100·0

EDUCATION GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	8	1,378	1,321	1,141	2	68
Colleges for Professional Training—						
Law	4	38	45	30	1	15
Medicine	1	444	518	513	...	...
Engineering	1	340	379	327	...	...
Agriculture	1	13	19	14	...	...
Total of Colleges ...	**15**	**2,213**	**2,282**	**2,025**	**3**	**83**
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys — High Schools ... English ...	38	9,781	8,981	7,111	3	1,056
For Boys — Middle Schools ... English ...	5	601	581	491	34	2,652
For Boys — Middle Schools ... Vernacular ...	18	1,199	1,107	836	103	6,664
Total for Boys' Schools ...	**61**	**11,581**	**10,669**	**8,438**	**140**	**10,372**
For Girls — High Schools ... English ...	1	199	183	135	...	...
For Girls — Middle Schools ... English ...	1	112	114	110	...	...
For Girls — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	**2**	**311**	**297**	**245**	...	...
Total of Secondary Schools for Boys & Girls	**63**	**11,892**	**10,966**	**8,683**	**140**	**10,372**
Primary Schools—						
For Boys — Upper Primary	183	7,409	6,941	5,035	99	8,152
For Boys — Lower Primary	10	285	226	180	3	307
Total Primary Schools for Boys ...	**193**	**7,694**	**7,167**	**5,215**	**102**	**8,459**
For Girls — Upper Primary	6	436	421	304	1	67
For Girls — Lower Primary	2	24	22	18	...	...
Total Primary Schools for Girls ...	**8**	**460**	**443**	**322**	**1**	**67**
Total of Primary Schools for Boys and Girls	**201**	**8,154**	**7,610**	**5,537**	**103**	**8,526**
SCHOOL EDUCATION. (SPECIAL.)						
Schools for Special Instructions—						
Training Schools—						
(*a*) For Masters	205	2,904	2,662	2,236	...	...
(*b*) For Mistresses	1	15	15	15	...	...
Schools of Art	1	254	205	194	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	3	345	358	307	...	...
Engineering or Surveying Schools ...	2	232	246	205	...	...
Industrial Schools	1	100	83	75	8	167
Commercial Schools	1	138	125	90	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrasahs	3	634	649	460	...	...
Other Schools ... Reformatory Schools ...	2	415	386	379	...	...
Other Schools ... Miscellaneous Schools ...	7	370	344	260	...	...
Total ...	**226**	**5,407**	**5,073**	**4,221**	**8**	**167**
Total of Colleges and Schools of Public Instruction.	**505**	**27,666**	**25,931**	**20,466**	**254**	**19,148**

TABLE III.

for the official year 1907-1908.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
62	54	...	...	...	...	9	2,055	1,932	1,631
14	11	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
76	**65**	...	...	...	...	**9**	**2,055**	**1,932**	**1,631**
1,050	777	2	457	436	340	196	32,343	31,558	24,120
2,468	1,968	21	2,078	1,992	1,404	495	35,170	34,684	27,537
6,339	4,928	6	461	457	278	239	13,587	13,334	10,532
9,857	**7,673**	**29**	**2,996**	**2,885**	**2,022**	**930**	**81,100**	**79,576**	**62,189**
...	...	...	...	...	...	13	1,609	1,477	1,242
...	...	...	...	...	...	38	3,646	3,513	3,022
...	...	...	...	...	...	17	1,424	1,443	1,096
...	...	...	...	...	...	63	6,679	6,433	5,360
9,857	**7,673**	**29**	**2,996**	**2,885**	**2,022**	**998**	**87,779**	**86,009**	**67,549**
8,242	5,764	47	4,650	4,503	3,150	2,686	1,25,721	1,19,985	95,942
297	222	509	15,479	14,599	10,518	23,663	6,79,544	6,52,147	5,24,610
8,539	**5,986**	**556**	**20,129**	**19,102**	**13,668**	**26,349**	**8,05,265**	**7,72,132**	**6,20,552**
53	53	2	124	121	70	212	10,738	9,889	7,502
...	...	20	621	610	452	2,606	56,890	53,278	41,021
53	**53**	**22**	**745**	**731**	**522**	**2,818**	**67,623**	**63,167**	**48,523**
8,592	**6,039**	**578**	**20,874**	**19,833**	**14,190**	**29,167**	**8,72,893**	**8,35,299**	**6,69,075**
...	...	...	...	...	...	6	231	239	210
...	...	...	...	...	...	18	318	283	235
...	...	...	...	...	...	1	107	70	75
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	27	19	14
172	129	1	21	20	14	41	1,376	1,343	1,101
...	...	...	...	...	...	3	181	182	167
...	...	...	...	...	...	1	3	2	1
...	...	...	...	...	...	3	143	105	79
...	...	...	...	...	...	...	...	...	...
...	...	12	168	148	104	1,558	38,766	35,527	29,884
172	**129**	**13**	**189**	**168**	**118**	**1,632**	**41,152**	**37,770**	**31,766**
18,697	**13,906**	**620**	**24,059**	**22,886**	**16,330**	**31,806**	**10,03,879**	**9,61,010**	**7,70,021**

EDUCATION GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management—concld. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	15	1,992	1,949	1,508	34	5,493
Colleges for Professional Training—						
Law	7	1,156	1,141	677	12	1,209
Medicine	...	...	...	...	1	444
Engineering	...	...	...	...	1	340
Agriculture	...	...	...	...	1	13
Total of Colleges ...	**22**	**3,148**	**3,090**	**2,185**	**49**	**7,499**
SCHOOL EDUCATION. (General.)						
Secondary Schools—						
For Boys { High Schools ... English ...	158	36,513	35,876	27,225	397	80,150
For Boys { Middle Schools { English ...	111	6,785	6,714	5,127	666	47,286
For Boys { Middle Schools { Vernacular ...	40	2,627	2,559	2,131	406	24,538
Total for Boys' Schools ...	**309**	**45,925**	**45,149**	**34,483**	**1,469**	**1,51,974**
For Girls { High Schools ... English ...	1	53	60	56	15	1,861
For Girls { Middle Schools ... { English ...	1	32	22	18	40	3,790
For Girls { Middle Schools ... { Vernacular ...	...	...	...	...	17	1,424
Total for Girls' Schools ...	**2**	**85**	**82**	**74**	**72**	**7,075**
Total of Secondary Schools for Boys & Girls	**311**	**46,010**	**45,231**	**34,557**	**1,541**	**1,59,049**
Primary Schools—						
For Boys { Upper Primary	79	3,824	3,454	2,837	3,094	1,49,756
For Boys { Lower Primary	6,681	1,38,297	1,24,286	1,05,036	30,866	8,33,912
Total Primary Schools for Boys ...	**6,760**	**1,42,121**	**1,27,740**	**1 07,873**	**33,960**	**9,83,668**
For Girls { Upper Primary	6	353	338	295	227	11,718
For Girls { Lower Primary	529	9,003	8,203	6,691	3,157	66,538
Total Primary Schools for Girls ...	**535**	**9,356**	**8,541**	**6,986**	**3,384**	**78,256**
Total of Primary Schools for Boys and Girls	**7,295**	**1,51,477**	**1,36,281**	**1,14,859**	**37,344**	**10,61,924**
SCHOOL EDUCATON. (Special.)						
Schools for Special Instruction—						
Training Schools—						
(*a*) For Masters	1	5	6	5	212	3,140
(*b*) For Mistresses	1	12	11	11	20	345
Schools of Art	2	163	155	148	4	524
Law Schools	...	...	...	...	...	...
Medical Schools	5	951	992	712	8	1,296
Engineering or Surveying Schools ...	...	...	...	...	3	259
Industrial Schools	15	525	495	380	66	2,189
Commercial Schools	2	87	77	66	6	406
Agricultural Schools	1	6	6	6	2	9
Other Schools ... { Madrasahs	14	936	836	721	20	1,713
Other Schools ... { Reformatory Schools ...	...	...	...	...	2	415
Other Schools ... { Miscellaneous Schools ...	574	10,469	9,737	8,195	2,151	49,773
Total ...	**615**	**13,154**	**12,315**	**10,244**	**2,494**	**60,069**
Total of Schools of Public Instruction ...	**8,243**	**2,13,789**	**1,96,917**	**1,61,845**	**41,428**	**12,88,541**

TABLE III.

for the official year 1907-1908.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls School.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	3	34
5,192	38	5,230	2,991	11	3,002	1,808	25	1,833	3	...
1,209	...	1,209	...	...	...	...	...	...	...	...
424	20	444	...	...	...	...	...	...	20	...
340	...	340	...	...	...	...	...	...	...	...
13	...	13	...	...	...	...	...	...	...	...
7,178	**58**	**7,236**	**2,991**	**11**	**3,002**	**1,808**	**25**	**1,833**	**23**	...
73,758	...	73,758	36,978	...	36,978	61,427	3	61,430	3	...
23,537	21	23,558	626	6	632	45,747	157	45,904	177	...
3,451	1	3,452	30	...	30	24,362	176	24,538	176	...
1,00,746	**22**	**1,00,768**	**37,634**	**6**	**37,640**	**1,31,536**	**336**	**1,31,872**	**356**	...
223	1,127	1,350	29	549	578	42	763	805	...	233
482	2,405	2,887	109	645	754	120	1,332	1,452	...	574
...	57	57	...	...	...	46	1,378	1,424	...	46
705	**3,589**	**4.294**	**138**	**1,194**	**1,332**	**208**	**3,473**	**3,681**	...	**853**
1,01,451	**3 611**	**1,05,062**	**37,772**	**1,200**	**38,972**	**1,31,744**	**3,809**	**1,35,553**	**356**	**853**
238	144	382	111	6	117	1,43,876	5,557	1,49,433	5,688	...
131	...	131	1,996	49	2,045	7,87,315	46,498	8,33,813	46,510	...
369	**144**	**513**	**2,107**	**55**	**2,162**	**9.31,191**	**52,055**	**9,83,246**	**52,198**	...
376	689	1,065	8	39	47	331	10,363	10,694	...	705
38	84	122	...	327	327	1,910	64,543	66,453	...	1,946
414	**773**	**1,187**	**8**	**366**	**374**	**2,241**	**74,906**	**77,147**	...	**2,651**
783	**917**	**1,700**	**2 115**	**421**	**2,536**	**9,33,432**	**1,26,961**	**10,60,393**	**52,198**	**2,651**
69	...	69	229	...	229	3,072	54	3,126	54	...
17	80	97	...	2	2	17	302	319	...	17
523	1	524	...	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...
726	2	728	...	...	...	608	12	620	14	...
201	...	201	...	...	...	58	...	58	...	...
351	...	351	47	...	47	1,131	809	1,940	31	24
264	67	331	...	...	...	75	...	75	...	...
...	...	...	...	...	...	9	...	9	...	...
190	...	190	1,660	13	1,673	285	13	298	13	...
15	...	15	...	...	...	400	...	400	...	...
559	35	594	25,293	2,175	27,468	32,397	5,835	38,232	3,159	21
2,915	**185**	**3,100**	**27,229**	**2,190**	**29,419**	**38,052**	**7,025**	**45,077**	**3,272**	**62**
1,12,327	**4,771**	**1,17,098**	**70,107**	**3,822**	**73,929**	**11,05,036**	**1,37,820**	**12,42,856**	**55,849**	**3,566**

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching*—													
(*a*) Arabic or Persian	628	8,015	20	...	20	7,496	428	7,924	1,082	51	1,133	462	...
(*b*) Sanskrit	655	6,187	...	...	...	6,187	...	6,187	...	...	...	...	...
(*c*) Any other Oriental Classsic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly.* For Boys	2,231	22,032	8	...	8	72	...	72	21,356	625	21,981	625	...
„ Girls	19	216	...	...	...	...	...	...	4	212	216	...	4
3. *Elementary, teaching the Koran.* For Boys	358	4,963	...	...	...	4,504	427	4,931	281	35	316	437	...
„ Girls	35	516	...	...	...	33	483	516	6	94	100	...	33
4. *Other Schools not conforming to Departmental Standards.* For Boys	328	6,613	1,648	12	1,660	451	5	456	6,306	89	6,395	106	...
„ Girls	17	1,107	...	...	...	...	476	476	...	1,072	1,072	...	...
Total ...	4,271	49,649	1,676	12	1,688	18,743	1,819	20,562	29,035	2,178	31,213	1,630	37
Grand Total for 1907-1908 ...	45,699	13,38,190	1,14,003	4,783	1,18,786	88,850	5,341	94,491	11,34,071	1,39,998	12,74,069	57,479	3,603

EDUCATION GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1908, in Bengal, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahman.					
UNIVERSITY EDUCATION.										
Arts Colleges.										
English ...	Male ...	25	51	1,669	3,390	309	7	1	3	5,455
	Female ...	2	11	...	24	...	...	...	1*	38
Colleges for Professional Training—										
Law ...	Male ...	4	...	419	739	43	3	1	...	1,209
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	59	3	119	234	7	1	1	...	424
	Female ...	16	4	...	...	...	...	...	...	20
Engineering ...	Male ...	45	1	123	166	5	...	...	...	340
	Female ...	...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	3	10	...	...	...	...	13
	Female ...	...	...	...	...	...	...	...	...	...
Total ...		151	70	2,333	4,563	364	11	3	4	7,499
SCHOOL EDUCATION. (General)										
Secondary Schools—										
For Boys—										
High School ...	Male ...	1,456	1,576	22,833	46,331	7,604	83	43	221	80,147
	Female ...	...	...	...	3	...	...	...	...	3
Middle Schools—										
English ...	Male ...	1,313	700	11,205	28,636	4,684	13	3	555	47,109
	Female ...	20	14	37	102	3	...	...	1	177
Vernacular ...	Male ...	...	376	5,263	15,453	2,808	...	...	462	24,362
	Female ...	...	...	29	142	5	...	...	...	176
For Girls—										
High School ...	Male ...	165	8	20	12	1	...	11	16	233
	Female ...	767	276	137	389	4	2	16	37	1,628
Middle Schools—										
English ...	Male ...	426	47	34	55	4	...	3	5	574
	Female ...	1,833	797	164	370	3	2	23	24	3,216
Vernacular ...	Male ...	...	2	...	44	...	...	...	...	46
	Female ...	...	547	220	592	10	...	...	9	1,378
Total ...		5,980	4,343	39,942	92,129	15,126	100	99	1,330	1,59,049
Primary Schools—										
For Boys ...	Male ...	272	7,247	1,00,365	6,56,334	1,28,803	271	3	38,175	9,31,470
	Female ...	144	1,179	9,240	37,510	3,175	16	1	933	52,198
For Girls ...	Male ...	385	297	347	1,365	207	18	1	31	2,651
	Female ...	666	3,376	15,698	49,308	5,905	38	1	613	75,605
Total ...		1,467	12,099	1,25,650	7,44,517	1,38,090	343	6	39,752	10,61,924
SCHOOL EDUCATION. (Special.)										
Training Schools	Male ...	...	183	723	1,740	378	...	...	79	3,103
	Female ...	17	343	10	9	1	...	...	2	382
Schools of Art ...	Male ...	2	...	223	288	8	2	...	...	523
	Female ...	1	...	...	...	...	...	...	...	1
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...

* 1 Jew.

EDUCATION GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1908, in Bengal, classified according to sex, race or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION. (Special)—*concld.*										
Medical Schools	Male	10	27	355	736	149	3	2	...	1,282
	Female	...	11	...	3	...	...	...	...	14
Engineering or Surveying Schools.	Male	...	2	62	180	15	...	...	...	259
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male	103	321	102	609	182	10	...	52	1,380
	Female	...	374	15	373	15	31	...	1	809
Commercial Schools.	Male	50	12	84	169	23	...	1	...	339
	Female	65	2	...	...	...	...	...	...	67
Agricultural Schools.	Male	...	6	...	3	...	...	...	...	9
	Female	...	...	...	...	...	...	...	...	...
Other Schools. Madrasas	Male	...	...	2	15	1,683	...	...	...	1,700
	Female	...	...	...	...	13	...	...	...	13
Reformatory Schools.	Male	4	7	11	255	132	...	...	6	415
	Female	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male	2	67	7,005	4,185	32,256	...	...	9	43,524
	Female	...	44	22	166	6,017	...	..	...	6,249
	Total	254	1,399	8,614	8,731	40,872	46	3	150	60,069
Total of Schools of Public Instruction.		7,852	17,911	1,76,539	3,49,940	1,94,452	500	111	41,236	12,88,541
PRIVATE INSTITUTIONS.										
1. *Advanced, teaching*—										
(a) Arabic or Persian.	Male	...	...	51	1,331	6,171	...	...	...	7,553
	Female	...	...	...	6	456	...	...	...	462
(b) Sanskrit	Male	...	...	6,044	143	...	...	...	...	6,187
	Female	...	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly*—										
For Boys ...	Male	...	3	2,006	16,962	2,312	...	...	124	21,407
	Female	...	...	73	530	16	...	...	6	625
For Girls ...	Male	...	...	1	3	...	...	...	...	4
	Female	...	9	38	90	75	...	...	...	212
3. *Elementary, teaching the Koran only*—										
For Boys ...	Male	...	...	...	6	4,520	...	...	...	4,526
	Female	...	...	...	...	437	...	...	...	437
For Girls ...	Male	...	...	...	...	33	...	...	...	33
	Female	...	...	...	...	483	...	...	...	483
4. *Other Schools not conforming to Departmental Standards*—										
For Boys ...	Male	...	341	1,169	4,048	713	60	...	176	6,507
	Female	2	8	6	65	9	9	...	7	106
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	205	273	546	48	...	...	35	1,107
Total Scholars in Private Institutions.		2	566	9,661	23,730	15,273	69	...	348	49,649
Grand Total for 1907-1908.		7,854	18,477	1,86,200	8,73,670	2,09,725	569	111	41,584	13,38,190

EDUCATION—GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
Arts Colleges	2,88,114	...	...	1,41,159	...	2,596	4,31,869	2,222	1,200
Colleges for Professional Training—									
Law	...	...	...	3,386	...	...	3,386	...	...
Medicine	2,11,366	...	...	40,750	...	...	2,52,116	...	...
Engineering	2,12,071	...	...	18,559	...	17,415	2,48,045	...	...
Agriculture	12,392	...	...	601	...	...	12,993	...	...
Total for Professional Colleges ...	**4,35,829**	**...**	**...**	**63,296**	**...**	**17,415**	**5,16,540**	**...**	**...**
Total for Colleges ...	**7,23,943**	**...**	**...**	**2,04,455**	**...**	**20,011**	**9,48,409**	**2,222**	**1,200**
SCHOOL EDUCATION. (GENERAL.)									
Secondary Schools—									
For Boys { High Schools ... English ...	2,04,581	...	...	2,09,058	3,229	5,124	4,21,992	4,155	400
For Boys { Middle ditto { English ...	38,532	...	...	9,933	449	...	48,914	...	14,981
For Boys { Middle ditto { Vernacular ...	8,127	...	372	2,043	257	58	10,857	...	39,511
Total for Secondary Schools for Boys ...	**2,51,240**	**....**	**372**	**2,21,034**	**3,935**	**5,182**	**4,81,763**	**4,155**	**54,892**
For Girls { High Schools ... English ...	12,293	...	...	4,290	...	...	16,583	...	...
For Girls { Middle ditto { English ...	13,003	...	...	7,502	...	...	20,505	...	...
For Girls { Middle ditto { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	**25,296**	**...**	**...**	**11,792**	**...**	**...**	**37,088**	**...**	**...**
Total Secondary Schools both for Boys and Girls.	**2,76,536**	**...**	**372**	**2,32,826**	**3,935**	**5,182**	**5,18,851**	**4,155**	**54,892**
Primary Schools—									
For Boys { Upper Primary	37,686	229	143	3,332	6	82	41,478	...	26,640
For Boys { Lower Primary	248	21	...	28	...	...	297	...	...
Total for Primary Schools for Boys ...	**37,934**	**250**	**143**	**3,360**	**6**	**82**	**41,775**	**...**	**26,640**
For Girls { Upper Primary	3,133	...	...	...	...	...	3,133	...	...
For Girls { Lower Primary	12	21	...	...	...	...	33	...	...
Total for Primary Schools for Girls ...	**3,145**	**21**	**...**	**...**	**...**	**...**	**3,166**	**...**	**...**
Total Primary Schools for Boys and Girls	**41,079**	**271**	**143**	**3,360**	**6**	**82**	**44,941**	**...**	**26,640**
SCHOOL EDUCATION. (SPECIAL.)									
Training Schools for—									
(*a*) Masters	1,85,263	1,163	...	6,090	14	136	1,92,666	...	...
(*b*) Mistresses	5,514	...	...	...	...	...	5,514	...	...
Schools of Art	16,695	...	...	5,953	...	...	22,648	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	99,405	...	...	9,928	...	502	1,09,835	...	...
Engineering and Surveying Schools ...	40,333	...	...	8,962	...	...	49,295	...	...
Technical and Industrial Schools ...	6,993	...	...	712	...	649	8,354	...	8,757
Commercial Schools	23,005	...	...	2,931	...	...	25,936	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	68,749	...	...	...	...	3,753	72,502	...	...
Other Schools { Madrasahs	38,880	...	...	3,231	...	3,111	45,222	...	...
Other Schools { Miscellaneous Schools ...	2,567	...	...	119	...	364	3,050	...	...
Total ...	**4,87,404**	**1,163**	**...**	**37,926**	**14**	**8,515**	**5,35,022**	**...**	**8,757**
Total of Direct Expenditure ...	**15,28,962**	**1,434**	**515**	**4,78,567**	**3,955**	**33,790**	**20,47,223**	**6,377**	**91,489**

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,308	4,086	275	5,448	14,539	...	...	...	...	...	...	...	83,200	...	...
...	925	...	...	925	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	925	...	...	925	...	...	...	...	...	...	...	...	...	...
1,308	5,011	275	5,448	15,464	...	...	...	...	...	...	...	83,200	...	...
2,484	22,582	...	...	29,621	8,643	...	...	1,037	...	...	9,680	1,41,604	2,328	6,405
673	12,042	3,579	224	31,499	25,308	...	...	413	...	...	25,721	56,559	83,530	7,320
1,702	15,678	2,000	16	58,907	1,755	...	488	59	12	12	2,326	15,108	21,495	1,702
4,859	50,302	5,579	240	1,20,027	35,706	...	488	1,509	12	12	37,727	2,13,271	1,07,353	15,427
...	...	...	...	...	...	...	...	...	...	...	...	60,111	...	405
...	...	...	...	...	...	...	...	...	...	...	...	74,756	...	651
...	...	...	...	...	...	...	...	...	...	...	...	6,210	60	831
...	...	...	...	...	...	...	...	...	...	...	...	1,41,077	60	1,887
4,859	50,302	5,579	240	1,20,027	35,706	...	488	1,509	12	12	37,727	3,54,348	1,07,413	17,314
735	1,897	...	...	29,272	6,757	...	...	751	124	4	7,636	58,886	1,41,957	16,733
1,307	98	...	...	1,405	20,210	...	585	15,715	393	357	37,260	94,319	4,62,709	42,911
2,042	1,995	...	...	30,677	26,967	...	585	16,466	517	361	44,896	1,53,205	6,04,666	59,644
140	80	256	28	504	430	...	...	...	...	...	430	43,917	5,779	4,577
...	...	...	...	...	1,754	...	412	23	14	19	2,222	58,559	68,252	9,247
140	80	256	28	504	2,184	...	412	23	14	19	2,652	1,02,476	74,031	13,824
2,182	2,075	256	28	31,181	29,151	...	997	16,489	531	380	47,548	2,55,681	6,78,697	73,468
...	...	...	...	...	...	...	...	...	...	...	...	5,140	...	...
...	...	...	...	...	...	...	...	...	...	...	...	22,192	65	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	100
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	414	...	...
240	1,391	...	2,372	12,760	613	...	...	...	...	...	613	14,499	3,599	80
...	...	...	...	...	...	...	...	...	...	...	...	1,650	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	240	...	...
...	...	...	...	...	2,161	...	...	...	...	10	2,171	47,613	22,431	9,061
240	1,391	...	2,372	12,760	2,774	...	...	...	...	10	2,784	91,748	26,455	9,241
8,589	58,779	6,110	8,088	1,79,432	67,631	...	1,485	17,998	543	402	88,059	7,84,977	8,12,565	1,00,023

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
Arts Colleges	85,872	22,426	46,613	2,38,111	70,233	38,970
Colleges for Professional Training—						
Law	...	...	...	...	40,507	1,127
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total for Professional Colleges ...	...	...	...	...	**40,507**	**1,127**
Total for Colleges ...	**85,872**	**22,426**	**46,613**	**2,38,111**	**1,10,740**	**40,097**
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys { High Schools ... English ...	4,85,145	1,03,488	81,337	8,20,307	6,09,045	55,597
For Boys { Middle ditto { English ...	2,16,178	1,11,243	36,064	5,10,894	27,336	29,545
For Boys { Middle ditto { Vernacular...	47,409	29,839	5,115	1,20,668	6,457	6,391
Total for Secondary Schools for Boys ...	**7,48,732**	**2,44,570**	**1,22,516**	**14,51,869**	**6,42,838**	**91,533**
For Girls { High Schools ... English ...	93,779	8,479	19,955	1,82,729	...	...
For Girls { Middle ditto { English ...	78,280	56,047	27,044	2,36,778	121	210
For Girls { Middle ditto { Vernacular...	1,301	9,655	6,025	24,082	...	...
Total for Secondary Schools for Girls ...	**1,73,360**	**74,181**	**53,024**	**4,43,589**	**121**	**210**
Total Secondary Schools both for Boys and Girls.	**9,22,092**	**3,18,751**	**1,75,540**	**18,95,458**	**6,42,959**	**91,743**
Primary Schools—						
For Boys { Upper Primary	2,15,718	58,022	33,985	5,25,301	4,831	6,197
For Boys { Lower Primary	10,04,761	98,934	1,64,443	18,68,077	2,24,688	19,706
Total for Primary Schools for Boys ...	**12,20,479**	**1,56,956**	**1,98,428**	**23,93,378**	**2,29,519**	**25,903**
For Girls { Upper Primary	14,687	35,710	28,717	1,33,387	254	32
For Girls { Lower Primary	7,074	44,730	32,711	2,20,573	949	3,869
Total for Primary Schools for Girls ...	**21,761**	**80,440**	**61,428**	**3,53,960**	**1,203**	**3,901**
Total Primary Schools for Boys and Girls	**12,42,240**	**2,37,396**	**2,59,856**	**27,47,338**	**2,30,722**	**29,804**
SCHOOL EDUCATION. (SPECIAL.)						
Training Schools—						
(*a*) Masters	...	8,023	7,057	20,220	...	59
(*b*) Mistresses	681	12,706	1,048	36,692	...	...
Schools of Art	1,032	3,296	...	4,428	540	360
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	35,523	500
Engineering and Surveying Schools ...	6	...	...	420	...	...
Technical and Industrial Schools ...	3,962	15,470	20,855	58,465	450	3,916
Commercial Schools	5,226	111	333	7,320	4,320	...
Agricultural Schools	...	...	120	480	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasahs	270	464	24	998	660	4,231
Other Schools { Miscellaneous Schools ...	40,277	26,664	52,890	1,98,936	8,834	17,125
Total ...	**51,454**	**66,734**	**82,327**	**3,27,959**	**50,327**	**26,191**
Total of Direct Expenditure ...	**23,01,658**	**6,45,307**	**5,64,336**	**52,08,866**	**10,34,748**	**1,87,835**

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS.		TOTAL EXPENDITURE FROM							
MANAGEMENT.									
Unaided.									
Endowments and other sources.	Total.	Provincial Revenue.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			GRAND TOTAL.
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
88,574*	1,97,777	3,82,768	1,200	1,308	3,01,350	1,95,670	...	...	8,82,296
...	41,634	...	...	...	44,818	1,127	...	...	45,945
...	...	2,11,366	...	...	40,750	...	...	...	2,52,116
...	...	2,12,071	...	...	18,559	17,415	...	...	2,48,045
...	...	12,392	...	...	601	...	...	...	12,993
...	41,634	4,35,829	...	...	1,04,728	18,542	...	...	5,59,099
88,574*	2,39,411	8,18,597	1,200	1,308	4,06,078	2,14,212	...	...	14,41,395
1,17,375	7,82,017	3,50,340	2,728	8,889	13,26,867	3,66,150	8,643	...	20,63,617
8,905	65,786	95,091	98,511	7,993	2,65,902	1,90,009	25,308	...	6,82,814
4,048	16,896	23,235	61,006	4,264	71,646	1,47,748	1,755	..	2,09,654
1,30,328	8,64,699	4,68,666	1,62,245	21,146	16,64,415	6,03,907	35,706	...	29,56,085
...	...	72,404	...	405	98,069	28,434	...	...	1,99,312
...	331	87,759	...	651	85,903	83,301	...	...	2,57,614
...	...	6,210	60	831	1,301	15,680	...	...	24,082
...	331	1,66,373	60	1,887	1,85,273	1,27,415	...	...	4,81,008
1,30,328	8,65,030	6,35,039	1,62,305	23,033	18,49,688	7,31,322	35,706	...	34,37,093
1,577	12,605	96,572	1,68,826	17,611	2,26,529	91,738	15,016	...	6,16,292
28,861	2,73,255	94,567	4,62,730	44,803	12,45,290	3,05,572	27,332	...	21,80,294
30,438	2,85,860	1,91,139	6,31,556	62,414	14,71,819	3,97,310	42,348	...	27,96,586
355	641	47,050	5,779	4,717	15,021	64,533	995	...	1,38,095
2,638	7,456	58,571	68,273	9,659	8,046	81,093	4,642	...	2,30,284
2,993	8,097	1,05,621	74,052	14,376	23,067	1,45,626	5,637	...	3,68,379
33,431	2,93,957	2,96,760	7,05,608	76,790	14,94,886	5,42,936	47,985	...	31,64,965
...	59	1,90,403	1,163	...	6,090	15,256	33	...	2,12,945
187	187	27,706	65	...	681	13,941	...	...	42,393
2,809	3,709	16,695	...	100	7,525	6,465	...	...	30,785
...	...	...	...	...	...	...	...	...	...
350	36,373	99,405	...	...	45,451	1,352	...	...	1,46,208
...	...	40,747	...	...	8,968	...	...	...	49,715
12,032	16,398	21,492	12,356	320	6,515	55,294	613	...	96,590
...	4,320	24,655	...	...	12,477	444	...	...	37,576
504	504	...	360	...	...	624	...	...	984
...	...	68,749	...	...	...	3,753	...	...	72,502
14,199	19,090	39,120	...	...	4,161	22,029	...	...	65,310
15,267	41,226	50,180	22,431	9,061	49,230	1,10,489	3,992	...	2,45,383
45,348	1,21,866	5,79,152	36,375	9,481	1,41,098	2,29,647	4,638	...	10,00,391
2,97,681*	15,20,264	23,29,548	9,05,488	1,10,612	38,91,750	17,18,117	88,329	...	90,43,844

* Includes Rs. 9,232 spent from Provincial Revenues.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	3,96,526	101	...	...	47,437	...	4,44,064	...	9,072
Furniture and Apparatus (Special Grants only).	32,004	54	...	...	...	...	32,058	...	2,451
Total ...	4,28,530	155	...	...	47,437	...	4,76,122	...	11,523
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Arts Colleges ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Medical Colleges ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Other Professional Colleges	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Secondary Schools ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Primary Schools ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Medical Schools ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in — Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs ...	...	...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	4,28,530	155	...	...	47,437	...	4,76,122	6,377	11,523
Total Expenditure on Public Instruction in 1907-1908.	19,57,492	1,589	515	4,78,567	51,392	33,790	25,23,345	6,377	1,03,012

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,267	...	10	611	10,960	18,789	...	4,032	...	4,528	512	27,861	84,938	9,937	1,899
228	...	...	15	2,694	3,769	...	35	...	402	262	4,468	51,120	2,730	645
1,495	...	10	626	13,654	22,558	...	4,067	...	4,930	774	32,329	1,36,058	12,667	2,544
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1,495	...	10	626	13,654	22,558	...	4,067	...	4,930	774	32,329	1,36,058	12,667	2,544
10,084	58,779	6,120	8,714	1,93,086	90,189	...	5,552	17,998	5,473	1,176	1,20,388	9,21,035	8,25,232	1,02,567

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	12,437	11,529	50,837	1,71,577	1,139	118
Furniture and Apparatus (Special Grants only).	7,593	6,079	13,470	81,637	3,110	712
Total ...	20,030	17,608	64,307	2,53,214	4,249	830
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect Expenditure ...	20,030	17,608	64,307	2,53,214	4,249	830
Total Expenditure on Public Instruction in 1907-1908.	23,21,688	6,62,915	6,28,643	54,62,080	10,38,997	1,88,665

TABLE IV.

in Bengal for the official year 1907-1908.

INSTITUTIONS. / MANAGEMENT. / Unaided.		TOTAL EXPENDITURE FROM—							
						All other sources.			GRAND TOTAL.
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
83,620	84,877	4,81,464	19,110	7,193	13,576	1,98,926	19,065	...	7,39,339
16,130	19,952	92,356	5,235	908	10,703	27,741	3,866	...	1,40,809
99,750	1,04,829	5,73,820	24,345	8,106	24,279	2,26,667	22,931	...	8,80,148
...	...	80,000	...	...	70,124	...	...	...	1,50,124
...	...	1,20,889	...	...	...	...	...	...	1,20,889
...	...	6,04,328	87,837	2,966	...	617	12,424	...	7,08,172
...	...	75,793	28	...	...	21,236	...	...	97,057
...	...	5,897	215	...	...	5,981	...	...	12,093
...	...	27,167	2,003	215	...	...	...	...	29,385
...	...	52,780	16,375	131	919	2,006	4,305	...	76,516
...	...	3,195	14,935	...	3	139	676	...	18,948
...	...	8,172	694	...	48	626	...	...	9,540
...	...	5,179	4,028	125	...	293	...	...	9,625
...	...	3,732	1,191	...	...	1,474	297	...	6,694
...	...	9,87,132	1,27,306	3,437	71,094	32,372	17,702	...	12,39,043
...	...	1,90,184	9	1,294	5,56,666	3,51,754	255	...	11,00,162
...	...	4,963	23,399	1,068	...	...	362	...	29,792
...	...	8,631	534	...	3,425	1,862	74	...	14,526
...	...	...	35	277	...	...	6	...	318
...	...	854	150	501	...	60	...	...	1,565
...	...	568	...	3,008	...	763	319	...	4,658
...	...	42,092	37,406	2,701	84,253	72,156	3,563	...	2,42,171
...	...	2,47,292	61,533	8,849	6,44,344	4,26,595	4,579	...	13,93,192
99,750	1,04,829	18,08,244	2,13,184	20,392	7,39,717	6,85,634	45,212	...	35,12,383
3,97,431*	16,25,093	41,37,792	11,18,672	1,31,004	46,31,467	24,03,751	1,33,541	...	1,25,56,227

* Includes Rs. 9,232 spent from Provincial Revenues.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for Secondary Education

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For Boys.								
Government — English	43	10,382	5,504	...	5,504	2,155	...	2,155
Government — Vernacular	18	1,199	...	...	...	207	...	207
District Fund — English	32	2,717	289	...	289	543	...	543
District Fund — Vernacular	101	6,493	...	...	...	1,205	2	1,207
Municipal ... — English	5	991	322	...	322	232	...	232
Municipal ... — Vernacular	2	171	...	...	...	38	...	38
Native States — English	23	2,535	217	...	217	406	...	406
Native States — Vernacular	6	461	...	...	...	50	1	51
Aided ... — English	691	67,513	12,717	...	12,717	15,080	4	15,084
Aided ... — Vernacular	239	13,587	...	...	...	1,869	1	1,870
Unaided ... — English	269	43,298	13,866	...	13,866	10,797	...	10,797
Unaided ... — Vernacular	40	2,627	...	...	...	391	...	391
Total ...	**1,469**	**1,51,974**	**32,915**	...	**32,915**	**32,973**	**8**	**32,981**
For Girls.								
Government — English	2	311	...	61	61	...	94	94
Government — Vernacular	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...
Municipal ... — English	...	...	...	...	...	...	...	...
Municipal ... — Vernacular	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...
Aided ... — English	51	5,255	13	189	202	64	859	923
Aided ... — Vernacular	17	1,424	...	...	...	4	84	88
Unaided ... — English	2	85	...	10	10	...	11	11
Unaided ... — Vernacular	...	...	...	...	...	...	...	...
Total ...	**72**	**7,075**	**13**	**260**	**273**	**68**	**1,048**	**1,116**
Total, Secondary Schools for Boys and Girls.	**1,541**	**1,59,049**	**32,928**	**260**	**33,188**	**33,041**	**1,056**	**34,097**
PRIMARY SCHOOLS.								
For Boys.								
Government	193	7,694	...	...	...	...	...	...
District Fund	95	7,992	...	...	...	...	...	...
Municipal	7	467	...	...	...	...	...	...
Native States	556	20,129	...	...	...	4	...	4
Aided	26,349	8,05,265	...	...	...	34	19	53
Unaided	6,760	1,42,121	...	...	...	1	...	1
Total ...	**33,960**	**9,83,668**	...	...	...	**39**	**19**	**58**
For Girls.								
Government	8	460	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	1	67	...	...	...	...	...	...
Native States	22	745	...	...	...	...	...	...
Aided	2,818	67,628	...	...	...	8	37	45
Unaided	535	9,356	...	...	...	...	...	...
Total ...	**3,384**	**78,256**	...	...	...	**8**	**37**	**45**
Total Primary Schools for Boys and Girls.	**37,344**	**10,61,924**	...	...	...	**47**	**56**	**103**
Grand Total ...	**38,885**	**12,20,973**	**32,928**	**260**	**33,188**	**33,088**	**1,112**	**34,200**

TABLE V.

in Bengal at the end of the official year 1907-08.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1,948	...	1,948	727	...	727	48	...	48	10,382	...	10,382
276	...	276	508	2	510	206	...	206	1,197	2	1,199
702	...	702	1,010	14	1,024	159	...	159	2,703	14	2,717
1,317	...	1,317	3,003	12	3,015	940	14	954	6,465	28	6,493
211	...	211	218	...	218	8	...	8	991	...	991
25	...	25	88	...	88	20	...	20	171	...	171
631	...	631	960	6	966	309	6	315	2,523	12	2,535
87	1	88	230	3	233	80	9	89	447	14	461
17,868	13	17,881	18,818	66	18,884	2,905	42	2,947	67,388	125	67,513
2,975	2	2,977	6,522	61	6,583	2,106	51	2,157	13,472	115	13,587
9,409	...	9,409	8,208	13	8,221	989	16	1,005	43,269	29	43,298
615	...	615	1,171	11	1,182	433	6	439	2,610	17	2,627
36,064	**16**	**36,080**	**41,463**	**188**	**41,651**	**8,203**	**144**	**8,347**	**1,51,618**	**356**	**1,51,974**
...	82	82	...	74	74	...	...	...	...	311	311
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	5,255
88	1,023	1,111	593	2,148	2,741	44	234	278	802	4,453	1,424
12	182	194	30	794	824	...	318	318	46	1,378	85
1	27	28	2	24	26	2	8	10	5	80	
...	...	...	...	...	...	...	...	...	...	...	...
101	**1,314**	**1,415**	**625**	**3,040**	**3,665**	**46**	**560**	**606**	**853**	**6,222**	**7,075**
36,165	**1,330**	**37,495**	**42,088**	**3,228**	**45,316**	**8,249**	**704**	**8,953**	**1,52,471**	**6,578**	**1,59,049**
1,232	1	1,233	4,806	20	4,826	1,617	18	1,635	7,655	39	7,694
1,601	76	1,677	3,243	317	3,560	2,344	411	2,755	7,188	804	7,992
16	...	16	260	4	264	174	13	187	450	17	467
731	37	768	10,541	709	11,250	7,233	874	8,107	18,509	1,620	20,129
19,656	77	19,733	4,75,445	15,654	4,91,099	2,68,501	25,879	2,94,380	7,63,636	41,629	8,05,265
731	2	733	72,208	2,310	74,518	61,092	5,777	66,869	1,34,032	8,089	1,42,121
23,967	**193**	**24,160**	**5,66,503**	**19,014**	**5,85,517**	**3,40,961**	**32,972**	**3,73,933**	**9,31,470**	**52,198**	**9,83,668**
...	66	66	...	205	205	...	189	189	...	460	460
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	22	22	...	45	45	...	67	67
...	8	8	8	313	321	12	404	416	20	725	745
56	910	966	1,517	34,254	35,771	850	29,991	30,841	2,431	65,192	67,623
...	47	47	118	3,885	4,003	82	5,229	5,311	200	9,161	9,361
56	**1,031**	**1,087**	**1,643**	**38,679**	**40,322**	**944**	**35,858**	**36,802**	**2,651**	**75,605**	**78,256**
24,023	**1,224**	**25,247**	**5,68,146**	**57,693**	**6,25,839**	**3,41,905**	**68,830**	**4,10,735**	**9,34,121**	**1,27,803**	**10,61,924**
60,188	**2,554**	**62,742**	**6,10,234**	**60,921**	**6,71,155**	**3,50,154**	**69,534**	**4,19,688**	**10,86,592**	**1,34,331**	**12,20,973**

GENERAL

Return showing the Results of the Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts	6	5	2	13	126	46	20	46	238
2. Bachelor of Arts	6	7	7	20	322	534	519	115	1,490
3. Bachelor of Science	1	.....	...	1	37	.....	...	...	37
4. First Examination in Arts ...	10	9	14	33	333	537	706	45	1,621
II.—COLLEGES FOR PROFESSIONAL TRAINING.									
(*a*) Law—									
1. Honours in Law	...	.....	...	.....	...	.....	...	...	.....
2. Bachelor of Law	5	2	5	12	42	92	313	...	447
(*b*) Medicine—									
1. Preliminary Scientific L. M. S. Boys	...	.....	...	.....	...	.....	...	...	.....
1. Preliminary Scientific L. M. S. Girls	...	.....	...	.....	...	.....	...	...	.....
2. First L. M. S. Boys	1	.....	...	1	64	.....	...	...	64
2. First L. M. S. Girls	...	.....	...	.....	...	.....	...	...	.....
3. Combined Preliminary Scientific and first L.M.S. Boys	...	.....	...	.....	...	.....	...	...	.....
3. Combined Preliminary Scientific and first L.M.S. Girls	...	.....	...	.....	...	.....	...	...	.....
4. Second L. M. S. and re-examinations Boys	1	.....	...	1	114	.....	...	...	114
4. Second L. M. S. and re-examinations Girls	...	.....	...	.....	...	.....	...	...	.....
5. Preliminary Scientific M. B. Boys	1	.....	...	1	187	.....	...	...	187
5. Preliminary Scientific M. B. Girls	...	.....	...	.....	9	.....	...	...	9
6. First M. B. Boys	1	.....	...	1	10	.....	...	...	10
6. First M. B. Girls	...	.....	...	.....	...	.....	...	...	.....
7. Combined Preliminary Scientific and first M.B. Boys	1	.....	...	1	41	.....	...	...	41
7. Combined Preliminary Scientific and first M.B. Girls	...	.....	...	.....	...	.....	...	...	.....
8. Second M. B. Boys	1	.....	...	1	7	.....	...	...	7
8. Second M. B. Girls	...	.....	...	.....	...	.....	...	...	.....
9. Honours in Medicine Boys	...	.....	...	.....	...	.....	...	...	.....
9. Honours in Medicine Girls	..	.....	...	.....	...	.....	...	...	.....
10. Doctor in Medicine Boys	...	....	...	.....	...	.....	...	...	.....
10. Doctor in Medicine Girls	...	.....	...	.....	...	.....	...	...	.....
(*c*) Engineering—									
1. B. E.	1	.....	...	1	19	.....	...	...	19
2. First examinations in Engineering	1	.....	...	1	25	.....	...	...	25
(*d*) Agriculture—									
1. Higher class examination ...	1	.....	...	1	10	.....	...	...	10
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation Boys	42	185	144	371	828	1,243	1,694	53	3,818
1. Matriculation Girls	1	5	1	7	8	15	1	...	24
2. B class examination	2	1	...	3	8	2	...	...	10
3. C Ditto	1	.....	...	1	18	.....	...	...	18
4. High School Honours Examination. Boys	...	.....	...	.....	...	.....	...	...	.....
4. High School Honours Examination. Girls	...	.....	...	.....	...	.....	...	...	.....
5. High School Examination for Europeans. Boys	...	4	...	4	...	15	...	...	15
5. High School Examination for Europeans. Girls	1	4	...	5	7	7	...	...	14
6. Middle School Examination. Boys	210	863	231	1,304	1,925	6,093	2,443	...	10,461
6. Middle School Examination. Girls	2	51	...	53	14	183	...	...	197
7. Upper Primary Examination. Boys	403	2,957	279	3,639	3,122	13,563	3,051	...	19,736
7. Upper Primary Examination. Girls	7	111	1	119	48	428	4	...	480
8. Lower Primary Examination. Boys	400	15,093	1,008	16,501	3,181	47,800	4,498	...	55,479
8. Lower Primary Examination. Girls	7	727	17	751	61	1,804	28	...	1,893
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School examination for masters. English	...	.....	...	.....	...	.....	...	2	2
1. Training School examination for masters. Vernacular	5	1	...	6	358	17	...	50	425
2. School of Arts Examination. Boys	1	.....	...	1	...	.....	...	...	.....
2. School of Arts Examination. Girls	...	.....	...	.....	...	.....	...	...	.....
3. Vernacular Medical Examination ...	3	.....	...	3	107	.....	...	...	107
4. Overseer Examination ...	2	.....	...	2	48	.....	...	...	48
5. Sub-overseer Examination ...	3	3	...	6	55	48	...	...	103
6. Amin class final Examination ...	2	.....	...	2	92	.....	...	...	92
7. Survey final Examination ...	1	.....	...	1	49	.....	...	...	49
8. Accounts Examination ...	...	.....	...	.....	...	.....	...	184	184
9. Sanskrit title Examination ...	1	65		66	11	290		...	301
10. „ second Examination ...	1	245		246	17	1,433		...	1,450
11. „ first Examination ...	1	414		413	5	2,478		...	2,483
12. Madrasa Central Examination ...	2	1		3	116	5		...	121

TABLE VI.

Bengal for the official year 1907-1908.

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
62	7	2	21	92	...	...	32	54	5	1	...	.....	.....
147	214	172	30	563	6	3	180	345	29	...	...	.....	.....
21	...	...	...	21	...	...	9	12	.....	...	...	.....	.....
178	215	270	8	671	1	14	243	385	28	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
13	35	162	...	210	...	...	79	126	4	1	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
35	...	...	...	35	...	...	18	16	1	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
67	...	...	...	67	...	1	30	32	4	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
145	...	...	...	145	...	1	81	59	2	1	1	.....	.....
5	...	...	...	5	4	1	.....	.....	.....	...	...	.....	.....
10	...	...	...	10	...	...	6	4	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
10	...	...	...	10	...	...	6	4	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
2	...	...	...	2	...	...	2	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
11	...	...	...	11	...	...	5	6	.....	...	...	.....	.....
11	...	...	...	11	...	...	6	5	.....	...	...	.....	.....
7	...	...	...	7	...	...	1	6	.....	...	...	.....	.....
601	759	878	34	2,272	...	16	828	1,261	162	3	...	2	.....
8	12	...	...	20	...	9	2	8	1	...	...	.....	.....
7	...	...	...	7	...	...	.....	7	.....	...	...	.....	.....
9	...	...	...	9	...	...	.....	6	3	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	9	...	...	9	9	...	.....	.....	.....	...	...	.....	.....
4	5	...	...	9	9	...	.....	.....	.....	...	...	.....	.....
1,550	4,542	1,912	...	8,004	21	169	2,285	4,706	774	8	...	41	.....
10	114	...	...	124	16	71	10	27	.....	...	...	.....	.....
2,372	9,731	2,374	...	14,477	10	318	3,723	8,785	1,472	6	...	163	.....
38	284	4	...	326	11	169	38	107	1	...	...	.....	.....
2,501	33,818	3,273	...	39,592	2	529	7,009	26,213	5,043	4	...	792	.....
53	1,146	17	...	1,216	1	300	260	618	34	...	...	3	.....
.....	...	...	2	2	...	...	1	1	.....	...	...	.....	.....
209	11	...	9	229	...	9	76	124	20	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
.....	...	...	...	.....	...	...	.....	.....	.....	...	...	.....	.....
80	...	...	...	80	...	5	20	44	9	1	...	1	.....
40	...	...	...	40	...	6	.....	34	.....	...	...	.....	.....
38	30	...	...	68	...	8	.....	60	.....	...	...	.....	.....
62	...	...	...	62	...	...	13	43	6	...	...	.....	.....
36	...	...	...	36	...	...	11	25	.....	...	...	.....	.....
.....	...	...	47	47	...	5	.....	41	1	...	...	.....	.....
5	97		...	102	...	...	94	8	.....	...	...	.....	.....
8	387		...	395	...	...	370	25	.....	...	...	.....	.....
3	837		...	840	...	...	743	97	.....	...	...	.....	.....
90	5		...	95	...	...	.....	.....	95	...	...	.....	.....

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

	OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS IN INSTITUTIONS MANAGED BY: Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial revenues.	District Funds.
1		2	3	4	5	6	7
	DIRECT EXPENDITURE.					Rs.	Rs.
University Edn.	Arts Colleges	1	19	15	14	...	1,200
	Professional Colleges ...	...	...	...	...	...	...
	Total for Collegiate Education ...	**1**	**19**	**15**	**14**	**...**	**1,200**
	Secondary Schools.						
School Education, General.	For Boys — High Schools English ...	1	479	436	333	...	150
	For Boys — Middle ditto English ...	31	2,238	2,091	1,662	...	14,741
	For Boys — Middle ditto Vernacular...	101	6,493	6,178	4,796	...	39,511
	Total of Secondary Schools for boys	**133**	**9,210**	**8,705**	**6,791**	**...**	**54,402**
	For Girls — High Schools English ...	...	...	...	...	...	...
	For Girls — Middle ditto English ...	...	...	...	...	...	...
	For Girls — Middle ditto Vernacular...	...	...	...	...	...	...
	Total of Secondary Schools for girls	**...**	**...**	**...**	**...**	**...**	**...**
	Total of Secondary Schools for boys and girls.	**133**	**9,210**	**8,705**	**6,791**	**...**	**54,402**
	Primary Schools.						
	For Boys ... Upper Primary ...	95	7,992	8,103	5,660	...	26,640
	For Boys ... Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for boys ...	**95**	**7,992**	**8,103**	**5,660**	**...**	**26,640**
	For Girls ... Upper Primary ...	...	...	...	...	...	...
	For Girls ... Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for girls ...	**...**	**...**	**...**	**...**	**...**	**...**
	Total Primary Schools for boys & girls	**95**	**7,992**	**8,103**	**5,660**	**...**	**26,640**
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	8	167	172	129	...	8,757
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools — Madrasas ...	...	...	...	...	...	...
	Other Schools — Reformatory Schools...	...	...	...	...	...	...
	Other Schools — Miscellaneous Schools	...	...	...	...	...	...
	Total ...	**8**	**167**	**172**	**129**	**...**	**8,757**
	INDIRECT EXPENDITURE.						
	Buildings	...	...	...	...	...	9,072
	Furniture and Apparatus (Special grants only).	...	...	...	...	...	2,451
	Total ...	**...**	**...**	**...**	**...**	**...**	**11,523**
	Inspection	...	...	...	...	...	...
	Scholarships held in Arts Colleges	...	...	...	...	...	...
	Scholarships held in Medical Colleges	...	...	...	...	...	...
	Scholarships held in Other Professional Colleges ...	...	...	...	...	...	...
	Scholarships held in Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in Primary Schools	...	...	...	...	...	...
	Scholarships held in Medical Schools	...	...	...	...	...	...
	Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...
	Scholarships held in Other Special Schools ...	...	...	...	...	...	...
	Total ...	**...**	**...**	**...**	**...**	**...**	**...**
	Miscellaneous	...	...	...	...	...	...
	Grand Total ...	**237**	**17,388**	**16,995**	**12,594**	**...**	**1,02,522**

TABLE VII.

Instruction in Bengal for the official year 1907-1908.

ON PUBLIC INSTRUCTION.

District Boards.					Institutions managed by—			Total District Fund expenditure on public instruction.
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	774	275	3,599	6,798	...	...	...	1,200
...	...	...	...	...	...	...	...	...
950	774	275	3,599	6,798	...	...	...	1,200
1,566	9,775	...	...	11,491	...	250	2,328	2,728
...	9,545	2,782	224	27,292	...	240	83,530	98,511
...	15,312	2,000	16	56,839	...	...	21,495	61,006
1,566	34,632	4,782	240	95,622	...	490	1,07,353	1,62,245
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	60	60
...	...	...	...	...	...	...	60	60
1,566	34,632	4,782	240	95,622	...	490	1,07,413	1,62,305
...	1,818	...	...	28,458	229	...	1,41,957	1,68,826
...	...	...	...	...	21	...	4,62,709	4,62,730
...	1,818	...	...	28,458	250	...	6,04,666	6,31,556
...	...	...	...	...	...	...	5,779	5,779
...	...	...	...	...	21	...	68,252	68,273
...	...	...	...	...	21	...	74,031	74,052
...	1,818	...	...	28,458	271	...	6,78,697	7,05,608
...	...	...	...	...	1,163	...	...	1,163
...	...	...	...	...	...	...	65	65
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
240	1,391	...	2,372	12,760	...	...	3,599	12,356
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	360	360
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	22,431	22,431
240	1,391	...	2,372	12,760	1,163	...	26,455	36,375
250	...	10	611	9,943	101	...	9,937	19,110
...	...	...	15	2,466	54	...	2,730	5,235
250	...	10	626	12,409	155	...	12,667	24,345
...	...	...	...	...	...	...	...	87,837
...	...	...	...	...	...	...	...	28
...	...	...	...	...	...	...	...	215
...	...	...	...	...	...	...	...	2,003
...	...	...	...	...	...	...	...	16,375
...	...	...	...	...	...	...	...	14,935
...	...	...	...	...	...	...	...	694
...	...	...	...	...	...	...	...	4,028
...	...	...	...	...	...	...	...	1,191
...	...	...	...	...	...	...	...	1,27,306
...	...	...	...	...	...	...	...	61,533
3,006	38,615	5,067	6,837	1,56,047	1,589	490	8,25,232	11,18,672

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

	OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS					
		In Institutions managed by					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
	1	17	18	19	20	21	22
	DIRECT EXPENDITURE.					Rs.	Rs.
University Edn.	Arts Colleges	1	49	47	40	2,222	358
	Professional Colleges ...	1	15	14	11	...	...
	Total for Collegiate Education ...	2	64	61	51	2,222	358
	Secondary Schools.						
School Education, General.	For Boys. High Schools English ...	2	577	614	444	4,155	918
	For Boys. Middle ditto English ...	3	414	377	306	...	673
	For Boys. Middle ditto Vernacular ...	2	171	161	132	...	1,702
	Total of Secondary Schools for Boys	7	1,162	1,152	882	4,155	3,293
	For Girls. High Schools English ...	...	...	...	...	...	...
	For Girls. Middle ditto English ...	...	...	...	...	...	...
	For Girls. Middle ditto Vernacular ...	...	...	...	...	...	...
	Total of Secondary Schools for Girls	...	...	...	...	...	...
	Total of Secondary Schools for Boys and Girls.	7	1,162	1,152	882	4,155	3,293
	Primary Schools.						
	For Boys ... Upper Primary ...	4	160	139	104	...	735
	For Boys ... Lower Primary ...	3	307	297	222	...	1,307
	Total Primary Schools for Boys ...	7	467	436	326	...	2,042
	For Girls ... Upper Primary ...	1	67	53	53	...	140
	For Girls ... Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for Girls ...	1	67	53	53	...	140
	Total Primary Schools for Boys and Girls ...	8	534	489	379	...	2,182
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools: Madrasahs ...	...	...	...	...	...	...
	Other Schools: Reformatory Schools...	...	...	...	...	...	...
	Other Schools: Miscellaneous Schools	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	INDIRECT EXPENDITURE.						
	Buildings	...	...	...	...	...	1,017
	Furniture and Apparatus (Special Grants only).	...	...	...	...	...	228
	Total ...	...	...	...	...	...	1,245
	Inspection	...	...	...	...	...	...
	Scholarships held in Arts Colleges	...	...	...	...	...	...
	Scholarships held in Medical Colleges	...	...	...	...	...	...
	Scholarships held in Other Professional Colleges ...	...	...	...	...	...	...
	Scholarships held in Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in Primary Schools	...	...	...	...	...	...
	Scholarships held in Medical Schools	...	...	...	...	...	...
	Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...
	Scholarships held in Other Special Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Grand Total ...	17	1,760	1,702	1,312	6,377	7,078

TABLE VII.

Instruction in Bengal for the official year 1907-1908.

ON PUBLIC INSTRUCTION.

Municipal Boards.					In Institutions managed by—			Total municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs.	Rs.	Rs.	Rs.					
...	3,312	...	1,849	7,741	...	950	...	1,308	2,508
...	925	...	...	925	...	...	...	...	...
...	4,237	...	1,849	8,666	...	950	...	1,308	2,508
250	12,807	...	...	18,130	...	1,566	6,405	8,889	11,617
240	2,497	797	...	4,207	...	...	7,320	7,993	1,06,504
...	366	...	...	2,068	372	...	2,190	4,264	65,270
490	15,670	797	...	24,405	372	1,566	15,915	21,146	1,83,391
...	...	...	...	...	...	...	405	405	405
...	...	...	...	...	...	...	651	651	651
...	...	...	...	...	...	...	831	831	891
...	...	...	...	...	...	...	1,887	1,887	1,947
490	15,670	797	...	24,405	372	1,566	17,802	23,033	1,85,338
...	79	...	...	814	143	...	16,733	17,611	1,86,437
...	98	...	...	1,405	...	...	43,496	44,803	5,07,533
...	177	...	...	2,219	143	...	60,229	62,414	6,93,970
...	80	256	28	504	...	...	4,577	4,717	10,496
...	...	...	...	...	...	...	9,659	9,659	77,932
...	80	256	28	504	...	...	14,236	14,376	88,428
...	257	256	28	2,723	143	...	74,465	76,790	7,82,398
...	...	...	...	...	...	...	...	...	1,163
...	...	...	...	...	...	...	...	...	65
...	...	...	...	...	...	...	100	100	100
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	240	80	320	12,676
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	9,061	9,061	31,492
...	...	...	...	...	...	240	9,241	9,481	45,856
...	...	...	...	1,017	...	250	5,931	7,198	26,308
...	...	...	...	228	...	...	680	908	6,143
...	...	...	...	1,245	...	250	6,611	8,106	32,451
...	...	...	...	...	...	...	...	2,966	90,803
...	...	...	...	...	...	...	...	...	28
...	...	...	...	...	...	...	...	...	215
...	...	...	...	...	...	...	...	215	2,218
...	...	...	...	...	...	...	...	131	16,506
...	...	...	...	...	...	...	...	...	14,935
...	...	...	...	...	...	...	...	...	694
...	...	...	...	...	...	...	...	125	4,153
...	...	...	...	...	...	...	...	...	1,191
...	...	...	...	...	...	...	...	3,437	1,30,743
...	...	...	...	...	...	...	...	8,849	70,382
490	20,164	1,053	1,877	37,039	515	3,006	1,08,119	1,31,004	12,49,676

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1907-1908.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					
	Hostels or Boarding-houses.	Boarders—*Vide* Note (1).	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	31	1,482	222	...	737	218	305	76,419	...	4,028	85,585	...	1,66,032
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	51	2,115	69	...	1,421	347	278	44,785	1,228	29,603	49,933	...	1,25,549
Maintained by Native States ...	5	92	...	...	88	...	4	...	...	50	15	255	320
Unaided	256	6,402	31	12	3,240	2,250	869	...	...	1,78,848	2,56,017	...	4,34,865
Total ...	**343**	**10,091**	**322**	**12**	**5,486**	**2,815**	**1,456**	**1,21,204**	**1,228**	**2,12,529**	**3,91,550**	**255**	**7,26,766**
For Females.													
Managed by Government ...	4	187	13	...	136	9	29	20,157	...	...	18,960	...	39,117
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	28	1,934	9	30	1,228	484	183	48,823	75	40,643	33,959	...	1,23,500
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	41	2,048	...	...	949	971	128	...	...	98,582	1,12,197	...	2,10,779
Total ...	**73**	**4,169**	**22**	**30**	**2,313**	**1,464**	**340**	**68,980**	**75**	**1,39,225**	**1,65,116**	**...**	**3,73,396**
Grand Total ...	**416**	**14,260**	**344**	**42**	**7,799**	**4,279**	**1,796**	**1,90,184**	**1,303**	**3,51,754**	**5,56,666**	**255**	**11,00,162**

(1) "Boarders" in column 3 means only pupil-boarders.

EUROPEAN EDUCATION—GENERAL TABLE III.

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys — High Schools ... English ...	...	...	...	...	...	...
For Boys — Middle Schools ... English ...	1	184	186	181	...	...
For Boys — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Boys' Schools ...	1	184	186	181	...	...
For Girls — High Schools ... English ...	1	112	114	110	...	...
For Girls — Middle Schools ... English ...	...	...	...	...	...	...
For Girls — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	1	112	114	110	...	...
Grand Total Secondary Schools for Boys and Girls.	2	296	300	291	...	...
PRIMARY SCHOOLS.						
For Boys — Upper Primary	...	...	...	...	...	...
For Boys — Lower Primary	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	...	...
For Girls — Upper Primary	...	...	...	...	...	...
For Girls — Lower Primary	...	...	...	...	...	...
Total Primary Schools for Girls ...	...	...	...	...	...	...
Grand Total of Primary Schools for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	1	15	15	15	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	1	15	15	15	...	...
Total of Schools of Public Instruction ...	3	311	315	306	...	...

TABLE III.

Bengal for the official year 1907-1908.

INSTITUTIONS.									
MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	5	1,026	985	886
...	...	...	...	...	...	7	1,194	1,131	1,126
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	12	2,220	2,116	2,012
...	...	...	...	...	...	7	1,052	981	837
...	...	...	...	...	...	21	2,226	2,103	1,883
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	28	3,278	3,084	2,720
...	...	...	...	...	...	40	5,498	5,200	4,732
...	...	...	...	...	...	5	356	333	290
...	...	...	...	...	...	1	58	63	60
...	...	...	...	...	...	6	414	396	350
...	...	...	...	...	...	14	1,024	888	719
...	...	...	...	...	...	3	90	82	61
...	...	...	...	...	...	17	1,114	970	780
...	...	...	...	...	...	23	1,528	1,366	1,130
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	102	100	95
...	...	...	...	...	...	2	116	112	102
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	4	218	212	197
...	...	...	...	...	...	67	7,244	6,778	6,059

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys — High Schools ... English ...	2	557	528	460	7	1,583
For Boys — Middle Schools... English ...	...	...	...	...	8	1,378
For Boys — Middle Schools... Vernacular ...	...	...	...	...		...
Total for Boys' Schools ...	**2**	**557**	**528**	**460**	**15**	**2,961**
For Girls — High Schools ... English ...	...	...	...	...	7	1,052
For Girls — Middle Schools English ...	...	...	...	...	22	2,338
For Girls — Middle Schools Vernacular...	...	...	...	...	...	...
Total for Girls' Schools ...	...	...	...	...	**29**	**3,390**
Grand Total Secondary Schools for Boys and Girls.	**2**	**557**	**528**	**460**	**44**	**6,351**
Primary Schools.						
For Boys — Upper Primary	...	...	...	...	5	356
For Boys — Lower Primary	...	...	...	...	1	58
Total Primary Schools for Boys ...	...	...	...	...	**6**	**414**
For Girls — Upper Primary	...	...	...	...	14	1,024
For Girls — Lower Primary	...	...	...	...	3	90
Total Primary Schools for Girls ...	...	...	...	...	**17**	**1,114**
Grand Total of Primary Schools for Boys and Girls.	...	...	...	...	**23**	**1,528**
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	1	15
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	2	102
Commercial Schools	...	...	...	...	2*	116
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	**5**	**233**
Total of Schools of Public Instruction ...	**2**	**557**	**528**	**460**	**72**	**8,112**

* 1 school for males with 49 pupils and 1 school for females with 67 pupils.

TABLE III.

Bengal for the official year 1907-1908.

Number of Scholars on the 31st of March learning.										
English.			A classical language.			A vernacular language.			Number of Girls in Boys' schools.	Number of Boys in Girls' schools.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,583	...	1,583	919	...	919	53	...	53	...	...
1,358	20	1,378	369	...	375	...	...	...	20	...
...	...	...	...	6	...	...	...	...	...	...
2,941	**20**	**2,961**	**1,288**	**6**	**1,294**	**53**	**...**	**53**	**20**	**...**
191	861	1,052	27	467	494	...	...	...	...	191
454	1,884	2,338	109	611	720	...	...	...	...	454
...	...	...	...	...	...	...	...	...	...	...
645	**2,745**	**3,390**	**136**	**1,078**	**1,214**	**...**	**...**	**...**	**...**	**645**
3,586	**2,765**	**6,351**	**1,424**	**1,084**	**2,508**	**53**	**...**	**53**	**20**	**645**
212	144	356	22	6	28	23	13	36	144	...
58	...	58	...	...	...	...	...	...	...	...
270	**144**	**414**	**22**	**6**	**28**	**23**	**13**	**36**	**144**	**...**
374	650	1,024	8	16	24	...	...	...	...	374
36	54	90	...	...	...	...	5	5	...	36
410	**704**	**1,114**	**8**	**16**	**24**	**...**	**5**	**5**	**...**	**410**
680	**848**	**1,528**	**30**	**22**	**52**	**23**	**18**	**41**	**144**	**410**
...	...	...	...	...	...	...	...	...	...	...
...	15	15	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
102	...	102	...	...	...	...	...	...	...	...
49	67	116	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
151	**82**	**233**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
4,417	**3,695**	**8,112**	**1,454**	**1,106**	**2,560**	**76**	**18**	**94**	**164**	**1,055**

GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1908, classified according to sex, race, or creed.

		European and Eurasian.	Native Christians.*	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmins.					
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,453	2	34	5	31	1	41	16	1,583
	Female ...	...	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	1,312	8	3	...	7	12	2	14	1,358
	Female ...	20	...	...	...	...	...	...	...	20
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	165	...	3	2	1	...	9	11	191
	Female ...	765	4	49	...	...	2	16	25	861
Middle Schools—										
English ...	Male ...	426	6	8	4	3	...	3	4	454
	Female ...	1,823	5	9	2	...	2	23	20	1,884
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	5,964	25	106	13	42	17	94	90	6,351
Primary Schools—										
For Boys ...	Male ...	253	16	...	...	...	...	1	...	270
	Female ...	141	...	...	...	...	...	1	2	144
For Girls ...	Male ...	385	12	...	...	...	11	1	1	410
	Female ...	664	23	...	...	...	10	1	6	704
	Total ...	1,443	51	...	...	...	21	4	9	1,528
School Education—Special—										
Training Schools ...	Male ...	15	...	...	...	...	...	...	...	15
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools...	Male ...	102	...	...	...	...	...	...	...	102
	Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools	Male ...	49	...	...	...	...	...	...	...	49
	Female ...	65	2	...	...	...	...	...	...	67
	Total ...	231	2	...	...	...	...	...	...	233
Total of Schools of Public Instruction.		7,638	78	106	13	42	38	98	99	8,112

* Include Aboriginal Christians.

EUROPEAN EDUCATION—GENERAL TABLE IV.

EDUCATION GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys — High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Boys — Middle ditto — English ...	30,341	...	...	7,500	...	...	37,841	...	...
For Boys — Middle ditto — Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	30,341	...	...	7,500	...	...	37,841	...	...
For Girls — High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Girls — Middle ditto — English ...	13,003	...	...	7,502	...	...	20,505	...	...
For Girls — Middle ditto — Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	13,003	...	...	7,502	...	...	20,505	...	...
Total Secondary Schools both for Boys and Girls.	43,344	...	...	15,002	...	...	58,346	...	...
Primary Schools.									
For Boys — Upper Primary	...	...	...	...	...	...	...	...	...
For Boys — Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls — Upper Primary	...	...	...	...	...	...	...	...	...
For Girls — Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total Primary Schools for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(*a*) Masters	...	...	...	...	...	...	...	...	...
(*b*) Mistresses	5,514	...	...	...	...	...	5,514	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	..	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...		...	...	...	...	...	...
Total ...	5,514	...		...	...	...	5,514	...	...
Total of Direct Expenditure ...	48,858	...	...	15,002	...	...	63,860	...	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	56,160	...	...
...	...	...	...	...	...	...	...	...	...	...	...	30,572	...	820
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**86,732**	...	**820**
...	...	...	...	...	...	...	...	...	...	...	...	35,314	...	...
...	...	...	...	...	...	...	...	...	...	...	...	53,492	...	327
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**88,806**	...	**327**
...	...	...	...	...	...	...	...	...	...	...	...	**1,75,538**	...	**1,147**
...	...	...	...	...	...	...	...	...	...	...	...	18,746	...	48
...	...	...	...	...	...	...	...	...	...	...	...	1,342	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**20,088**	...	**48**
...	...	...	...	...	...	...	...	...	...	...	...	14,122	...	920
...	...	...	...	...	...	...	...	...	...	...	...	1,336	...	156
...	...	...	...	...	...	...	...	...	...	...	...	**15,458**	...	**1,076**
...	...	...	...	...	...	...	...	...	...	...	...	**35,546**	...	**1,124**
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,079	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,050	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,129**	...	...
...	...	...	...	...	...	...	...	...	...	...	...	**2,13,213**	...	**2,271**

EDUCATION GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys { High Schools ... English ...	58,284	...	37,955	1,52,399	59,417	...
Middle ditto { English ...	24,180	8,644	17,799	82,015	...	...
Vernacular...	...	...	...	.....	...	...
Total for Secondary Schools for Boys ...	82,464	8,644	55,754	2,34,414	59,417	...
For Girls { High Schools ... English ...	79,734	158	17,107	1,32,313	...	...
Middle ditto { English ...	72,117	13,575	16,387	1,55,898	...	...
Vernacular...	...	...	...	.....	...	...
Total for Secondary Schools for Girls ...	1,51,851	13,733	33,494	2,88,211	...	...
Total Secondary Schools both for Boys and Girls.	2,34,315	22,377	89,248	5,22,625	59,417	...
Primary Schools.						
For Boys { Upper Primary	3,946	12,416	965	36,121	...	...
Lower Primary	744	...	715	2,801	...	...
Total for Primary Schools for Boys ...	4,690	12,416	1,680	38,922	...	...
For Girls { Upper Primary	8,337	1,737	8,360	33,476	...	...
Lower Primary	388	...	2,255	4,135	...	...
Total for Primary Schools for Girls ...	8,725	1,737	10,615	37,611	...	...
Total Primary Schools for Boys and Girls.	13,415	14,153	12,295	76,533	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools for—						
(*a*) Masters	....	...	...	.....	...	...
(*b*) Mistresses	...	...	...	.....	...	...
Schools of Art	....	...	...	.....	...	...
Law Schools	...	...	...	.....	...	...
Medical Schools	...	...	...	.....	...	...
Engineering and Surveying Schools ...	...	...	...	.....	...	...
Technical and Industrial Schools ...	3,383	...	94	4,556	...	...
Commercial Schools	963	...	333	2,346	...	...
Agricultural Schools	...	...	...	.....	...	...
Other Schools { Reformatory Schools ...	...	...	...	.....	...	...
Madrasas	...	...	...	.....	...	...
Miscellaneous Schools ...	...	...	...	.....	...	...
Total ...	4,346	...	427	6,902	...	...
Total of Direct Expenditure ...	2,25,076	36,530	1,01,970	6,06,060	59,417	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS.									
MANAGEMENT.		TOTAL EXPENDITURE FROM—							
Unaided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.			GRAND TOTAL.
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	59,417	56,160	...	...	1,17,701	37,955	...	...	2,11,816
...	...	60,913	...	820	31,680	26,443	...	...	1,19,856
...	...	...	...	...	...	...	...	...	.....
...	59,417	1,17,073	...	820	1,49,381	64,398	...	...	3,31,672
...	...	35,314	...	...	79,734	17,265	...	...	1,32,313
...	...	66,495	...	327	79,619	29,962	...	...	1,76,403
...	...	...	...	...	...	...	...	...	.....
...	...	1,01,809	...	327	1,59,353	47,227	...	...	3,08,716
...	59,417	2,18,882	...	1,147	3,08,734	1,11,625	...	...	6,40,388
...	...	18,746	...	48	3,946	13,381	...	...	36,121
...	...	1,342	...	...	744	715	...	...	2,801
...	...	20,088	...	48	4,690	14,096	...	...	38,922
...	...	14,122	...	920	8,337	10,097	...	...	33,476
...	...	1,336	...	156	388	2,255	...	...	4,135
....	...	15,458	...	1,076	8,725	12,352	...	...	37,611
...	...	35,546	...	1,124	13,415	26,443	...	...	76,533
...	...	...	...	...	...	...	...	...	.....
...	...	5,514	...	...	...	...	...	...	5,514
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	1,079	...	...	3,383	94	...	...	4,556
...	...	1,050	...	...	963	333	...	...	2,346
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	7,643	...	...	4,346	427	...	...	12,416
...	59,417	2,62,071	...	2,271	3,26,495	1,38,500	...	...	7,29,337

EDUCATION, GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Building	28,639	..	...	...	...	...	28,639	...	...
Furniture and Apparatus (Special Grants only).	2,247	...	...	...	...	...	2,247	...	...
Total ...	30,886	..	...	...	...	...	30,886	...	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges... ...	...	...	...	...	...	...	...	...	...
Medical College ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total charges for scholarships ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examination...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	...	...	...	...	...	...	...
Payments to European Cadets ...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of indirect Expenditure ...	30,886	...	...	...	...	...	30,886	...	...
Total Expenditure on Public Instruction in 1907-1908.	79,744	...	...	15,002	...	...	94,746	...	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS,

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
												Rs.	Rs.	Rs.
...	...	...	...	..	...	...	...	...	...	...	...	29,355	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,447	...	...
...	...	...	...	...	...	...	...	...	...	...	...	30,802	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...

EDUCATION GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	12,437	3,626	11,071	56,489	1,139	...
Furniture and Apparatus (Special Grants only).	7,593	5,786	7,744	22,570	3,085	...
Total ...	20,030	9,412	18,815	79,059	4,224	...
University	...	...	...	.....	...	...
Direction	...	...	...	.....	...	...
Inspection	...	...	...	.....	...	...
Scholarships or stipends held in: Arts Colleges... ...	...	...	...	.....	...	...
Medical College ...	...	...	...	.....	...	...
Other Professional Colleges	...	...	...	.....	...	...
Secondary Schools ...	...	...	...	.....	...	...
Primary Schools ...	...	...	...	.....	...	...
Medical Schools ...	...	...	...	.....	...	...
Technical and Industrial Schools.	...	...	...	.....	...	...
Other Special Schools ...	...	...	...	.....	...	...
Total ...	...	...	...	.....	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	.....	...	...
Charges for abolished schools ...	...	...	...	.....	...	...
Charges for conducting examinations	...	...	...	.....	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	.....	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	.....	...	...
Payments to other private schools ...	...	...	...	.....	...	...
Contingencies and Miscellaneous ...	...	...	...	.....	...	...
Total Miscellaneous charges ...	...	...	...	.....	...	...
Total of Indirect Expenditure ...	20,030	9,412	18,815	79,059	4,224	...
Total Expenditure on Public Instruction in 1907-1908.	2,72,106	45,942	1,20,785	6,85,119	63,641	...

TABLE IV.

Schools in Bengal for the official year 1907-1908.

INSTITUTIONS. / MANAGEMENT. / Unaided.	TOTAL EXPENDITURE FROM.								
						All other sources.			GRAND TOTAL.
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
1,558	2,697	57,994	...	...	13,576	16,255	...	...	87,825
1,921	5,006	3,694	...	...	10,678	15,451	...	...	29,823
3,479	7,703	61,688	...	...	24,254	31,706	...	...	1,17,648
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	18,107	...	...	...	...	...	...	18,107
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	9,867	...	...	...	...	...	...	9,867
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	1,007	...	...	...	...	...	...	1,007
...	...	...	...	...	...	...	...	...	.....
...	...	28,981	...	...	...	...	...	...	28,981
...	...	1,09,789	...	...	3,59,432	1,52,115	...	...	6,21,336
...	...	...	...	...	...	...	...	...	.....
...	...	3,836	...	...	...	...	...	...	3,836
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...		.....
...	...	6,189	...	...	84,246	70,155	...	...	1,60,590
...	...	6,626	...	...	...	185	...	...	6,811
...	...	1,26,440	...	...	4,43,678	2,22,455	...	...	7,92,573
3,479	7,703	2,17,109	...	...	4,67,932	2,54,161	...	...	9,39,202
4,106	67,747	4,79,180	...	2,271	7,94,427	3,92,661	...	...	16,68,539

Education General Table V.

Return of the stages of Instruction of Pupils in Public Schools for Secondary Education in European Schools at the end of the official year 1907-1908.

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the rolls on 31st March 1908.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the matriculation examination, or an examination of an equivalent Standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys.																				
Government, English	1	184	10	...	10	80	...	80	60	...	60	36	...	34	...	...	...	184	...	184
Aided „	12	2,220	125	...	125	675	4	679	620	7	627	780	9	789	...	...	...	2,200	20	2,220
Unaided „	2	557	101	...	101	220	...	220	142	...	142	94	...	94	...	...	...	557	...	557
Total ...	15	2,961	236	...	236	975	4	979	822	7	829	908	9	917	...	...	...	2,941	20	2,961
Secondary Schools for Girls.																				
Government, English	1	112	...	14	14	...	47	47	...	30	30	...	21	21	...	...	...	...	112	112
Aided „	28	3,278	13	96	109	63	604	667	84	658	742	485	1,275	1,760	...	...	...	645	2,633	3,278
Unaided „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	29	3,390	13	110	123	63	651	714	84	688	772	485	1,296	1,781	...	...	...	645	2,745	3,390
Total Secondary Schools for Boys and Girls.	44	6,351	249	110	359	1,038	655	1,693	906	695	1,601	1,393	1,305	2,698	...	...	...	3,586	2,765	6,351

Primary Schools for Boys.																			
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	6	414	...	...	...	34	19	53	56	26	82	180	99	279	...	...	...	270	144	414
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	6	414	...	...	...	34	19	53	56	26	82	180	99	279	...	...	...	270	144	414
Primary Schools for Girls.																			
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	16	1,109	...	...	...	8	14	22	38	160	198	364	525	889	...	...	...	410	699	1,109
Unaided ...	1	5	...	...	...	...	...	...	...	...	...	...	5	5	...	...	...	...	5	5
Total ...	17	1,114	...	...	...	8	14	22	38	160	198	364	530	894	...	...	...	410	704	1,114
Total Primary Schools for Boys and Girls.	23	1,528	...	...	...	42	33	75	94	186	280	544	629	1,173	...	...	...	680	848	1,528
Grand Total for 1907-1908 (for Secondary and Primary Schools).	67	7,879	249	110	359	1,080	688	1,768	1,000	881	1,881	1,937	1,934	3,871	...	...	...	4,266	3,613	7,879

Darjeeling Branch Press—560D—730—13-1-1909—W. H. S.

GENERAL DEPARTMEN.

EDUCATION.

CALCUTTA, THE 24TH NOVEMBER 1908.

RESOLUTION No. 8037.

READ—

The Report on Public Instruction in Bengal for 1907-08.

The year under review has been one of considerable activity and development in almost all departments of education. Various schemes of reform have either been completed or set on foot. Among the most important of these reforms are the strengthening of the Inspecting staffs for both boys' and girls' schools, the formation of governing bodies for Government colleges and of Committees of Management for Government High schools, the establishment of a training college for English teachers in Calcutta, the extension of the system of guru-training schools, the constitution of a joint Board for the Provinces of Bengal and Eastern Bengal and Assam for controlling the Sanskrit First, Second and Title examinations, the separation of the cadres of the Education Services in the two Provinces, and the transfer to Government service under the Education Department of the Sub-Inspectors of Schools who had hitherto served under the District Boards. The scheme for opening a residential Arts College at Ranchi received the approval of the Secretary of State during the year, and a residential training school for female teachers at Bankipore has also been sanctioned. The Reformatory School at Alipore has been closed, the boys being removed to the Hazaribagh Reformatory School. A Conference composed of the leading representatives of Muhammadan Society has worked out proposals for the improvement of Muhammadan education in all its stages. Mr. J. G. Cumming, I.C.S., was on special duty for six months in connection with the whole question of industrial development and technical education in Bengal. His report has been received and considered by a Conference since the close of the year. Mr. E. R. Watson of the Indian Educational Service was also deputed to make inquiries with regard to specified industries. His valuable reports have been considered and widely circulated. A Joint Technical Examination Board for the Provinces of Bengal and Eastern Bengal and Assam was constituted during the year to control the Overseers and Sub-Overseers examinations. The scheme for opening a Central Weaving School at Serampore was sanctioned by the Secretary of State in April 1907. The Principal has lately joined his post, and it is hoped that the project will now develop rapidly. Among important questions which were dealt with during the year, but which still await final orders, are the appointment of a Special Adviser to Government, with regard to industries and technical education, the improvement of Government colleges generally, the establishment of a departmental school final examination, the general improvement of secondary and primary education, and the position and prospects of the Provincial Educational Service. Lastly, the revision of the Code of Regulations for European Schools has been completed and, the Code itself is about to be published.

CONTROLLING AGENCIES.

The cadre of the Indian Educational Service consists of 32 sanctioned appointments, but the ranks of the service are still far below full strength, and the Director reports that at the close of the year only 22 appointments were filled. Mr. H. A. Stark of the Provincial Educational Service has been temporarily appointed as second Assistant Director of Public Instruction, as an experimental measure, for six months, in order to enable the Director of Public Instruction to cope with the heavy pressure of work. At the end of this period the question of the creation of an additional post as a permanent measure will be considered. When the full complement of officers has been recruited under the scheme sanctioned by the Secretary of State for an increase of the inspecting staff, each Division will be placed in the educational charge of an Inspector of Schools belonging to the Indian Educational Service, who will be assisted by an

additional Inspector of Schools, who will be a member of the Provincial Educational Service. A second Inspectress of Schools has been appointed in the Indian Educational Service and placed in charge of female education in the Hindi-speaking Divisions of Bihar, Bhagalpur and Chota Nagpur, Miss Brock's jurisdiction being restricted to the Bengali and Uriya-speaking Divisions and to the European schools. Five additional Assistant Inspectresses have also been appointed, and there is now an officer of this class working in each Division.

Collegiate Education.

Consequent on the introduction of the new Regulations of the Calcutta University, college classes have been organised on a new basis. The staffs in the Government colleges have been strengthened in order to meet the new requirements, but the larger scheme for the general development of the colleges awaits the sanction of the Secretary of State. The Director reports that in the Presidency College there is little corporate spirit or social life, and that the state of discipline in the College is not satisfactory. This is much to be regretted, and the Lieutenant-Governor trusts that the revision and reconstitution of the College Council which has been effected by the present Principal, Mr. James, will have important results, and that the whole staff will co-operate towards improving not only the efficiency but the general tone of the College. The College is at present cramped for want of space and various schemes have been carefully considered by which its needs can be provided for either by expansion on the existing site or by removal to the suburbs. It was finally decided last year to enlarge the college *in situ*, and the Lieutenant-Governor is unable to accept Mr. Küchler's opinion that the question might well be reconsidered. The Minto Hostel for the Hindu students of the Patna College has been completed and occupied, and the hostel for the Muhammadan students is almost ready for occupation. A gymnasium shed has been provided, and the construction of the amalgamated laboratories for the college, the Bihar School of Engineering and the Temple Medical School is now engaging attention.

Secondary Education for Boys.

During the year under review the total number of secondary schools increased from 1,441 to 1,454, in spite of a decrease in the previous year; there was also an appreciable increase in the number of pupils. The total expenditure on these schools rose from Rs. 25,43,105 in 1906-07 to Rs. 26,24,413, a difference of Rs. 81,308. The greater part of the increase was, however, absorbed by the high schools, a fact which shows that purely vernacular education continues to be unpopular.

In the last year's Resolution the Lieutenant-Governor indicated the lines on which improvements might be made with regard to secondary education and remarked that the introduction of a school final examination and the institution of a model school in each district were questions of the greatest moment. The decision of the Government of India on the first question has been received and a Committee has been constituted to consider the courses of study for the four highest classes of high schools and to make proposals for the introduction of the school final examination.

Primary Education.

There has been no increase in the number of primary schools. The number of pupils, however, increased from 953,455 to 983,254, while the total expenditure on primary education showed an expansion from Rs. 25,50,768 to Rs. 27,57,664.

Training of Teachers.

The want of trained teachers conversant with the approved methods of teaching has long been felt in the case of both boys' and girls' schools. In the earlier part of the year, the Director of Public Instruction submitted proposals for the establishment of a training college for English teachers at Calcutta, with a senior department for graduates and a junior department for undergraduates, and of two training schools for vernacular teachers, one at Calcutta and the other at Bankipore. The cost of this scheme rendered it, for the time, impracticable, and it was decided to make a beginning on a less ambitious scale. A Committee of Educationists was accordingly appointed to consider the question, and in accordance with their recommendation a training college has been opened at Calcutta for the training of a small number of graduate teachers who

will be prepared for the Bachelor of Teaching Examination of the Calcutta University. The classes of the Hare and Hindu Schools are being utilised for practical work, and the college itself has been named after David Hare in accordance with the unanimous recommendation of the Committee. Since the close of the year, sanction has been given to the establishment of a college for Bihari teachers at Bankipore. The establishment of residential colleges at Calcutta and at Bankipore for the training of Muhammadan and Hindu female teachers has also been sanctioned. The present curriculum of the vernacular training schools is unsatisfactory in several respects, and a conference will be appointed during the ensuing cold weather to examine it and submit proposals for its revision. In the case of the Ranchi Training School in particular the curriculum has been found to be needlessly cumbrous and ill-adapted to the capacities and requirements of the aboriginal teachers of Chota Nagpur for whom the school is primarily intended. Steps have been taken to exclude Urdu from and to include elementary English in the curriculum and to simplify the existing Hindi and mathematical standards. An earnest endeavour was made during the year to improve the existing guru-training schools and to increase the number of such schools so as to provide for one school in each subdivision. A number of new buildings were constructed, and at the end of the year 93 new schools were at work.

Professional and technical education.

The demand which the new University Regulations make on all colleges seeking affiliation in law has led to the issue of orders for the closing of the B. L. classes in Government mufassal colleges with effect from the date of the examination of 1908. Since the close of the year, however, in deference to public opinion, Government has decided to continue the classes in the Patna College and the question of also maintaining such classes at the Ravenshaw College, Cuttack, is under consideration. The Government Commercial Classes, Calcutta, still labour under the difficulties arising from public apathy, the supremacy of the University examinations and the attraction of Government service, but it is hoped that these classes will prove useful and will develop in connection with the awakening commercial activity of the province.

The Sibpur Engineering College had 353 students on the 31st March 1908, as compared with 366 at the end of the preceding year. The results of the B. E. and F. E. examinations continue to be satisfactory. There was no improvement in the health of the college. The Bihar School of Engineering and Cuttack Survey School continue to work on the old lines. It is satisfactory to note that these schools are being used more largely by Bihari and Uriya students for whom they are primarily intended. The mining classes connected with the Sibpur College continued to work successfully.

The education of Indian girls and women.

The situation with regard to female education is decidedly more hopeful. At the close of the year there were 138,279 girls and women in all classes of public institutions for Indians, showing an increase over 10,000 since the close of the preceding year. The Bethune College had a larger number of girls on the rolls than it has ever had before, and the results of the University examinations were satisfactory as regards both the college and collegiate school. With a view to overcoming Muhammadan opposition to female education a special syllabus of instruction has been prescribed, and readers in accordance with the syllabus are now under preparation at Government expense.

The education of Muhammadans.

At the close of the year the number of Muhammadan pupils in all institutions showed an increase of 14 per cent. over the number of the previous year, but there was a serious decline in the number of Muhammadans receiving a University education. The scheme for the encouragement of Maktabs worked successfully, and many new Maktabs were started.

Education of special classes.

The Nawab's Madrassah and the Nawab's High School at Murshidabad are about to be amalgamated, and the Nizamat pupils will study at the amalgamated institution with the privileges they already enjoy. There was an increase of 11 *per cent.* on the number of aboriginal students returned as being under instruction at the close of the year 1906-1907, the most marked

expansion having taken place among the Sonthals. There was also a satisfactory increase in the number of pupils of the indigent classes and the low caste Hindus.

PHYSICAL AND MORAL TRAINING.

The Director expresses a belief that there is a growing tendency on the part of parents and guardians, and of the managers of schools and colleges to realize the futility of allowing students and school boys to interest themselves actively in politics while they are still under instruction, or of entrusting their education to teachers whose influence tends in that direction. The Lieutenant-Governor trusts that this belief is justified by the facts, and that parents are beginning to recognize and to assist the desire of Government to protect boys and students from ruining their prospects in life by neglecting their studies for the pursuit of political ideals which are pernicious in themselves and which they are unable to understand.

It is expected that the operation of the new University Regulations with regard to the residence of students which came into force in the year under review will have salutary effects, but there is much to be done yet to put the hostel system on a satisfactory footing. His Honour's thanks are due to Mr. Earle, I.C.S., who was in charge of the Department until the 22nd February 1908, and to his successor Mr. Kuchler who has submitted the report under review. Sir Andrew Fraser is pleased to acknowledge their unsparing efforts in the cause of education and the ever increasing activity in educational matters and public interest in the subject which are the results of those efforts. At the same time there is no escaping the fact, on which the Director dwells at the close of his report, that the development of education is largely a matter of funds, and that its demands are far beyond the present resources of Government. This has been recognized in the Resolution of this Government on the Report on Educational Progress during the years 1902-1903 to 1906-1907, which was published in February 1908, and the Lieutenant-Governor can only repeat the opinion then expressed that genuine progress must in great measure depend on the amount of private financial assistance to educational institutions which may be forthcoming. It is also of the first importance that the funds at the disposal of the Department should be allotted with the greatest care, and after careful consideration of the respective merits of various schemes and institutions. Sir Andrew Fraser hopes that the Director's recommendations for Government grants will in future be prepared on a more definite system than has been the case in past years.

By order of the Lieutenant-Governor of Bengal,

H. C. STREATFEILD,
Secy. to the Govt. of Bengal.

No. 8039.

COPY forwarded to the Director of Public Instruction, Bengal, for information. He is now authorised to publish his report.

Nos. 8040-46.

COPY forwarded to all Commissioners of Division, for information.

No. 8047.

COPY forwarded to the Municipal Department of this Government, for information.

By order of the Lieutenant-Governor of Bengal,

J. A. L. SWAN,
Offg. Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 24th November 1908.

B. S. Press—17-12-1908—5834C—685—R. N. B.

Supplement 1907-08

SUPPLEMENTARY TABLES.

No. 1.

General Statistics of Institutions and Pupils.

Class of Institution.	1906-07.		1907-08.		Average Number of Pupils per School.	
	Schools.	Pupils.	Schools.	Pupils.	1906-07.	1907-08.
1	2	3	4	5	6	7
Public Institutions.						
University ... ... Arts Colleges	34	5,190	34	5,493	152·6	156·9
Secondary (for males) { High English Schools ...	397	80,092	397	80,150	201·7	201·8
Secondary (for males) { Middle „ ...	651	45,833	666	47,286	70·4	71·0
Secondary (for males) { „ Vernacular „ ...	409	24,350	406	24,538	59·5	60·4
Primary (for males) { Upper Primary	2,915	137,635	3,094	1,49,756	47 2	48·4
Primary (for males) { Lower „	31,047	816,392	30,866	8,33,912	26·3	27·01
Special (including Madrassas and Institutions for Professional training).	1,059	25,489	2,509	62,080	24·1	24·7
Female (Secondary and Pirmary)	3,303	80,033	3,456	85,331	24·2	24·6
Total ...	39,815	1,215,014	41,428	1,288,546	30·1	31·1
Private Institutions.						
(1) Advanced teaching { (a) Arabic or Persian ...	844	10,104	628	8,015	11·9	12·7
(1) Advanced teaching { (b) Sanskrit	725	6,289	655	6,187	8·7	9·4
(2) Elementary, teaching a vernacular only or mainly.	2,570	24,639	2,250	22,248	9·6	9·8
(3) Elementary, teaching the Koran only	390	5,726	393	5,479	14·7	13·9
(4) Other schools not conforming to departmental standard.	257	7,266	345	7,720	28·3	22·3
Total ...	4,786	54,024	4,271	49,649	11·3	11·6
Grand Total ...	44,601	1,269,038	45,699	13,38,195	28·5	29·2

No. 2.

Statement showing the number of pupils of different creeds and their proportion to the number of pupils.

Race or Religion.	1906-07.		1907-08.	
	Number.	Percentage to total number.	Number.	Percentage to total number.
1	2	3	4	5
Europeans and Eurasians ...	7,487	·62	7,859	·58
Native Christians	18,266	1·44	18,477	1·36
Hindus ... { Brahmans ...	1,78,539	...	1,86,200	...
Hindus ... { Non-Brahmans ...	8,43,73	...	8,73,670	...
Total Hindus ...	10,22,275	80·56	10,59,870	80·62
Muhammadans	184,355	14·52	2,09,725	15·6
Miscellaneous.				
Buddhists	429	...	569	...
Parsis	116	...	111	...
Others	36,110	...	41,584	...
Total of miscellaneous religions ...	36,655	2·86	42,264	3·15
Grand Total ...	12,69,038	100·00	13,38,195	100·0

No. 3.

General Statistics of Expenditure.

Sources from which expenditure on Education is met.	1906-07.		1907-08.	
	Amount.	Proportion to total cost.	Amount.	Proportion total cost.
1	2	3	4	5
	Rs.		Rs.	
Provincial Revenues	36,67,397	31·44	41,37,792	32·17
District Funds	10,93,210	9·37	11,18,672	8·99
Municipal Funds	1,20,007	1·03	1,31,004	1·07
Fees	43,43,094	37·24	47,11,467	37·54
All other sources	24,39,760	20·92	25,37,292	20·23
TOTAL ...	1,16,63,468	100·00	1,25,56,227	100·00

No. 4.

Comparative statement of Expenditure on Education for 1906-07 and 1907-08.

HEADS OF CHARGES.	1906-07.				1907-08.			
	Net Expenditure after deducting Receipts.			Total Expenditure.	Net Expenditure after deducting Receipts.			Total Expenditure.
	From Provincial Revenues.	From District Funds.	From Municipal Funds.		From Provincial Revenues.	From District Funds.	From Municipal Funds.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University	80,000	.....	...	1,57,974	80,000	...	...	1,50,124
Collegiate	7,38,857	1,200	950	13,33,462	8,18,597	1,200	1,308	14,41,395
Secondary	4,79,066	1,61,346	17,370	28,57,417	4,68,066	1,62,245	21,146	29,56,085
Primary	1,76,815	6,51,952	63,423	25,96,846	1,91,139	6,31,556	62,414	27,96,586
Female	2,79,677	70,329	14,853	8,52,188	2,71,994	74,112	16,263	8,49,387
Special	4,54,854	13,917	5,269	7,45,306	5,79,152	36,375	9,491	1,06,391
Scholarships	1,42,242	38,404	779	2,11,046	1,81,915	39,469	471	2,59,858
Buildings	6,06,288	11,771	6,213	9,87,365	4,81,464	19,110	7,198	7,39,339
Furniture	39,653	7,518	1,303	1,07,298	92,356	5,235	908	1,40,809
Miscellaneous	84,526	50,589	6,542	11,31,173	2,47,292	61,533	8,849	13,93,192
Superintendence	5,85,419	86,184	3,305	6,83,393	7,25,217	87,337	2 966	8,29,061
Total ...	36,67,397	10,93,210	1,20,007	1,16,63,468	41,37,792	11,18,672	1,31,004	1,25,56,227

No. 5.

Statement showing the average cost of educating each pupil for 1906-07 and 1907-08.

CLASS OF INSTITUTION.	1906-07.				1907-08.			
	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.	Provincial Revenues.	District and Municipal Funds.	Private Funds.	Total.
1	2	3	4	5	6	7	8	9
	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Arts Colleges	67 9 0	0 7 1	98 3 2	166 4 1	72 11 2	0 7 9	94 8 4	167 9 9
Professional Colleges	196 15 2	.....	55 4 11	2 2 4 1	205 15 7	.....	58 4 1	264 3 7
Secondary Schools	4 5 5	1 3 0	16 9 6	22 1 11	4 1 6	1 3 1	16 13 2	22 2 10
Primary ,, ...	0 4 7	0 13 3	1 15 0	3 0 10	0 4 8	0 12 5	1 15 5	3 2 3
Training ,, ...	81 5 7	0 10 10	13 9 7	95 10 0	67 13 1	0 6 1	11 9 3	79 6 4
Other Special Schools	14 5 3	0 14 2	12 1 9	27 5 2	6 14 4	0 13 7	6 6 9	14 0 9

No. 6.

Statement showing the attendance and cost of education of each pupil in Secondary and Primary Schools for Indian boys during 1907-08.

Class of Schools.	Number of schools.	Average roll number throughout the year for each school.	Average daily attendance for each school.	Percentage of attendance on the roll number.	Average yearly cost of each pupil. To public funds.	Average yearly cost of each pupil. Total.	Percentage of public funds to total cost.
1	2	3	4	5	6	7	8
High Schools for Boys.					Rs. A. P.	Rs. A. P.	
Under Public Management.							
Managed by Government	38	236·3	187·1	79·1	22 12 5	46 15 9	48·4
Managed by District or Municipal Boards	3	350·	259·	74·	6 11 3	28 3 4	23·7
Maintained by Native States	2	215·	170·	77·9	19 13 2	22 3 2	89·2
Under Private Management.							
Aided by Government or by District or Municipal Boards	191	160·06	121·6	75·9	3 1 3	21 2 11	14·1
Unaided	156	226·5	171·5	75·6	.....	20 7 0	.....
Total High Schools for Boys	390	195·8	9	76·2	4 1 10	24 3 10	16·1
Middle English Schools for Boys.							
Under Public Management							
Managed by Government	4	98·75	77·5	78·4	20 11 9	28 0 6	73·9
Managed by District or Municipal Boards	34	72·5	57·8	79·8	6 4 0	12 12 2	49·6
Maintained by Native States	21	94·8	66·6	70·4	12 10 3	12 14 7	98·3
Under Private Management.							
Aided by Gevernment or by District or Municipal Boards	488	68·7	54·1	78·7	3 7 3	12 15 5	27·04
Unaided	111	60·5	46·1	76·3	.....	9 15 1	.....
Total Middle English Schools for Boys	658	68·5	53·5	78·05	3 10 6	12 7 7	29·3
Middle Vernacular Schools for Boys.							
Under Public Management.							
Managed by Government	18	61·5	46·4	75·5	7 10 10	9 12 11	78·1
Managed by District or Municipal Boards	103	61·5	47·8	77·7	6 8 0	9 4 11	69·9
Maintained by Native States	6	76·1	46·3	60·8	4 14 6	5 1 2	96·4
Under Private Management.							
Aided by Government or by District or Municipal Boards	239	55·7	44·6	78·2	2 13 11	9 0 9	31·7
Unaided	40	63·9	53·2	83·2	...	6 9 7	...
Total Middle Vernacular Schools for boys	406	58·6	46·07	78·6	3 5 11	8 12 1	43·05
Upper Primary Schools for Boys.							
Under Public Management.							
Managed by Government	183	37·9	27·5	72·5	5 7 10	8 5 9	91·7
Managed by District or Municipal Boards	99	83·2	58·2	69·9	3 5 1	3 6 9	98·5
Maintained by Native States	47	95·8	67·01	68·6	1 0 10	1 11 1	88·4
Under Private Management.							
Aided by Government or by District or Municipal Boards	2,681	40·8	31·9	79·9	1 11 9	4 1 4	40·6
Unaided	79	43·7	35·9	82·1	...	3 10 4	...
Total Upper Primary Schools for boys	3,089	46·2	36·3	78·7	1 15 3	4 1 0	48·1
Lower Primary Schools for Boys.							
Under Public Management.							
Managed by Government	10	22·6	10·8	79·2	1 3 0	1 5 0	90·5
Managed by District or Municipal Boards	3	99	74	74·7	4 6 4	4 11 8	93·02
Maintained by Native States	509	28·6	20·6	72·06	1 6 9	2 8 1	55·8
Under Private Management.							
Aided by Government or by District or Municipal Boards	23,662	27·5	22·1	80·4	0 14 8	2 13 9	31·2
Unaided	6,681	18·6	15·7	84·5	...	2 3 2	...
Total Lower Primary Schools for boys	30,865	25·7	20·8	80·9	1 2 4	3 7 8	24·2

No. 7.

Statement showing the variations in the results of the University Examinations for the past six years.

Years.	Entrance Examination.			F. A. Examination.			B. A. Examination.			B. Sc. Examination.			M. A. Examination.			B. L. Examination.			B. E. Examination.		
	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.	Number of candidates.	Number passed.	Percentage of success.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1902-03 ...	3,966	1,853	46·6	2,540	882	34·7	1,406	312	22·1	19	8	42·1	152	59	38·8	670*	337*	50·3*	28	13	32·1
1903-04 ...	4,101	1,546	37·6	2,461	811	32·9	1,644	253	15·3	14	5	35·7	120	49	40·8	620*	136*	21·9*	26	12	46·1
1904-05 ...	3,929	1,686	42·9	2,390	705	29·4	1,793	398	22·3	15	3	20	169	53	28·8	653*	268*	41·0*	27	7	25·9
1905-06 ...	3,910	1,034	26·4	1,874	702	37·5	1,579	400	25·3	18	12	66·6	185	69	37·2	512	86	16·7	26	9	34·6
1906-07 ...	3,625	2,000	55 2	1,884	769	40·8	1,568	354	22·5	17	9	52·9	228	88	38·6	469	229	48·9	23	14	60·9
1907-08 ...	3,842	2,292	59·6	1,611	671	41·3	1,490	563	37·7	37	21	56·7	238	92	38·6	447	210	46·9	19	11	57·9

* Includes the result in respect of the transferred districts of Eastern Bengal and Assam.

No. 8.

Statement showing the expenditure on Scholarships for 1906-07 and 1907-08.

Class of Institution.	1906-07.				1907-08.			
	Public funds.	Private funds.	Total.	Percentage of total expenditure on scholarships to total expenditure on Public Instruction.	Public funds.	Private funds.	Total.	Percentage of total expenditure on scholarships to total expenditure on Public Instruction.
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.		Rs.	Rs.	Rs.	Rs.
Arts Colleges	54,947	15,130	70,077	·60	75,821	21,236	97,057	·77
Medical Institutions	7,643	5,530	13,173	·11	14,978	6,655	21,633	·17
Secondary Schools	64,286	5,626	69,912	·60	69,286	7,230	76,516	·60
Primary	19,129	603	19,732	·17	18,130	818	18,948	·15
Special Schools (including Technical Institution).	35,420	2,732	38,152	·35	38,717	293	39,010	·31
Total ...	1,81,425	29,621	2,11,046	1·81	2,16,932	36,232	2,53,164	2·0

No. 9.

Comparative statement showing the percentage of boys at school to boys of school-going age, district by district, for Indian pupils.

Position in 1906-1907.	Position in 1907-1908.	District.	Male population.	Number of boys of school-going age.	Number of boys at school.		Percentage of boys at school to boys of school-going age.	
					1906-1907.	1907-1908.	1906-1907.	1907-1908.
1	2	3	4	5	6	7	8	9
1	1	Howrah	439,525	65,928	39,013	39,186	59·1	59·4
3	2	24-Parganas	1,092,908	163,936	88,015	95,717	53·6	58·4
2	3	Hooghly	528,279	79,243	45,044	44,616	56·8	56·3
4	4	Midnapore	1,390,283	208,534	102,153	107,006	48·9	51·3
5	5	Bankura	549,484	82,422	38,641	38,994	46·8	47·3
8	6	Calcutta	562,596	84,389	36,197	37,402	42·8	44·3
10	7	Birbhum	444,689	66,703	26,256	28,333	39·3	42·4
12	8	Khulna	653,470	98,020	35,835	40,899	36·5	41 2
11	9	Balasore	517,543	77,631	29,602	31,741	38·1	40·8
7	10	Burdwan	764,742	114,711	46,748	46,718	40·7	40·7
9	11	Angul	95,935	14,390	5,718	7,055	39·7	40
6	12	Cuttack	995,409	149,311	63,892	59,232	42·7	39·6
19	13	Patna	804,583	120,687	39,068	40,221	32·3	33·32
13	14	Puri	506,839	76,026	26,039	23,923	34·2	31·4
16	15	Jessore	914,204	137,130	38,727	42,090	28·2	30·7
14	16	Singhbhum	302,425	45,364	15,971	13,688	35·2	30·2
18	17	Murshidabad	653,346	98,001	26,147	28,125	26·6	28·6
15	18	Nadia	827,509	124,126	31,100	34,231	25·0	27·5
17	19	Gaya	1,011,271	151,691	38,942	40,389	25·6	26·5
23	20	Manbhum	653,336	98,000	24,846	24,129	25·3	24·6
20	21	Darbhanga	1,416,474	212,471	47,287	51,231	22·2	24·1
22	22	Ranchi	577,180	86,577	20,742	23,399	23·9	23·5
24	23	Darjeeling	133,005	19,951	3,836	4,315	19·2	21·6
25	24	Sambalpur	313,782	47,067	9,520	9,967	20·2	21·2
...	25	Santhal Parganas	896,373	134,456	24,744	25,791	18·8	20·76
...	26	Shahabad	936,544	140,481	27,257	28,990	19·4	20·6
...	27	Orissa Tributary Mahals	969,973	145,496	25,448	28,497	17·4	19·8
...	28	Muzaffarpur	1,318,547	197,782	37,297	41,075	18·4	19 2
...	29	Monghyr	1,011,580	151,737	29,069	327,694	19·1	18·3
21	30	Hazaribagh	570,122	85,518	15,503	14,739	18·1	17·2
29	31	Purnea	958,452	143,768	18,838	18,057	16·0	16·2
27	32	Saran	1,095,288	164,293	23,327	24,735	14·1	15·5
26	33	Bhagalpur	1,027,535	154,130	24,687	23,795	16·0	15·4
28	34	Palamau	306,203	45,930	7,350	7,438	12·5	13·7
30	35	Champaran	885,607	132,841	16,661	18,145	13·1	12.6

No. 10.

Comparative statement showing the number of pupils attending different classes of Institutions, Division by Division, for the years 1906-1907 and 1907-1908.

Division.	Number of pupils in Public Institutions.									
	Colleges.		Secondary Schools.		Primary Schools.		Special Schools.		Total.	
	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.
1	2	3	4	5	6	7	8	9	10	11
Burdwan ...	838	815	47,975	47,723	272,854	275,846	3,237	9,359	324,904	3,33,743
Presidency ...	469	553	41,143	41,146	198,593	214.513	3,799	12,045	244.004	2,68,257
Calcutta ...	5,084	5,246	20,746	21,269	15,649	16,789	4,388	4,454	45,867	48,150
Patna	447	400	14,575	15,432	204,588	209.857	5,821	23,975	225,431	2,49,664
Bhagalpur ...	242	239	7,992	7,958	93,348	91,391	2,719	5,094	104,301	1,04,682
Orissa	173	200	8,298	8,448	124.050	133,352	1,649	1,945	144,170	1,43,945
Orissa Tributary Mahals (Garjat States).	...	...	1,788	2,925*	24,416	40,808*	272	351	26,476	44,084
Chota Nagpur ...	...	46	8,149	7,797	82,345	77,840	1,418	2,221	91,912	87,904
European Institutions.	...	...	6,292	6,351	1,534	1,628	123	238	7,949	8,117
Total ...	7,253	7,499	156,958	159,049	1,027,377	1,061,924	26,426	60,074	1,215,014	1,288,546

* Including Western Garjat States.

No. 10—*concluded.*

Division.	Number of pupils in Private Insiitutions.											
	Advanced.		Elementary.		Teaching the Koran only.		Other Schools.		Total.		Grand Total.	
	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.	1906-1907.	1907-1908.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan	1,738	975	227	215	780	922	1,146	932	3,891	3,044	328,795	3,36,787
Presidency ...	199	51	78	265	202	230	101	71	580	617	244,584	2,68,874
Calcutta	...	...	...	...	1,068	1,317	3,719	3,362	4,787	4,679	50,654	52,829
Patna	10,950	10,599	13,006	13,300	2,383	1,726	610	928	26,949	26,553	252,380	2,76,217
Bhagalpur ...	2,890	2,254	4,486	3,402	704	729	645	861	8,725	7,246	113,026	1,11,928
Orissa	286	229	6,281	4,753	480	301	83	72	7,130	5,355	151,300	1,49,300
Orissa Tributary Mahals (Gurjat States).	...	29	371	203	...	...	265	978	636	1,210	27,112	45,294
Chota Nagpur ...	330	65	190	119	109	254	697	516	1,326	945	93,238	88,849
European Institutions.	...	...	...	...	...	...	...	...	...	...	7,949	8,117
Total ...	16,393	14,202	24,639	22,248	5,726	5,479	7,266	7,720	54,024	49,649	1,269,038	13,38,195

No. 11.

Collegiate Education.

Statement showing the attendance of Arts Colleges on the 31st March 1908 and of four preceding years.

Arts Colleges.	Monthly fee rate.	Number on the rolls on the 31st March of the year.				
		1904.	1905.	1906.	1907.	1908.
1	2	3	4	5	6	7
Government (8)	Rs.					
First grade Colleges—						
1. Presidency College	12&10—6-4-3	582	703	698	692	656
2. Hooghly College	6	114	153	160	163	149
3. Krishnagar College	5	94	108	112	89	88
4. Patna College	6	133	146	165	178	159
5. Ravenshaw College	Rs. 5-4	138	150	149	158	183
6. Bethune College	3	30	26	18	23	35
7. Sanskrit College	5 & 2	63	57	51	43	36
Second grade College—						
8. Calcutta Madrasa	2	41	43	41	42	42
Total ...	.....	1,195	1,386	1,334	1,388	1,378
Municipal Colleges (2)						
1. Midnapore College	5	46	52	47	40	49
2. Monghyr Diamond Jubilee College	4	39	26	32	16	19
Total ...	.....	85	78	79	56	68
Aided Colleges (9).						
1. General Assembly's Institution	5	681	556	586	427	553
2. Free Church Institution	5	374	362	315	246	290
3. St. Xavier's College	6	375	340	309	281	349
4. L. M. S. College, Bhowanipur	5	104	97	62	65	19
5. Victoria College, Narail	3	25	27	40	40	38
6. Bangabasi College	4-3—4-5	689	478	349	234	178
7. Dublin University Mission, Hazaribagh	5	21	73	69	.....	46
8. Metropolitan Institution	4-3	501	547	478	431	472
9. Bihar National College, Bankipur	3-4	169	180	62	103	110
Total ...	.....	2,939	2,660	2,270	1,827	2,055
Unaided Colleges (15)						
1. City College	5-4-3	385	372	314	375	427
2. Albert College	3	106	79	59	38	22
3. Ripon College	3-4	732	831	676	643	617
4. Raj College, Burdwan	4	263	185	127	83	62
5. Berhampore College	3	200	215	298	249	291
6. Tej Narain Jubilee College, Bhagalpur	6-5	138	166	183	180	178
7. Loreto House	10	4	6	1	1	2
8. Central College	4-3	104	59	48	42	42
9. Uttarpara College	4	79	60	68	51	61
10. Hetampur College	3	40	31	34	41	37
11. Bishop's College	5	11	16	37	14	9
12. Bhumihar Brahman College, Muzaffarpur	4	71	105	64	57	51
13. Church Missionary Society's College	3	6	34	27	18	16
14. Daulatpur Hindu Academy	3	76	61	81	61	98
15. Wesleyan Mission College, Bankura	.....	37	39	65	66	79
Total ...	.....	2,287	2,276	2,082	1,919	1,992

No. 12.

Statement showing the expenditure incurred in Government, Aided and Unaided Arts Colleges during the year 1907-1908.

Arts Colleges.	Number of pupils on the rolls on the 31st March 1908.	Average monthly roll number.	Average daily attendance.	Expenditure in 1907-08. From public funds. Provincial revenues.	From public funds. District or Municipal funds.	From private funds. Fees.	From private funds. Endowments and other sources.	Total.	Cost per annum of each student. From public funds.	From private funds.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
						Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government (8).											
Presidency College	656	640	621	1,18,530	...	95,942 0 0	...	2,14,472 0 0	335 1 9	149 14 6	485 0 3
Hooghly ,, ...	149	142	126	25,465	...	11,617 0 0	...	37,082 0 0	179 5 4	81 12 11	261 2 3
Krishnagar ,, ...	88	82	73	23,349	...	4,978 0 0	1,666 0 0	29,993 0 0	284 9 11	81 0 5	365 10 4
Patna ,, ...	189	178	83	45,586	...	15,473 0 0	50 0 0	61,109 0 0	256 1 7	87 3 4	343 4 11
Ravenshaw ,, ...	183	163	148	23,683	...	9,177 0 0	880 0 0	33,740 0 0	145 4 9	61 11 2	206 15 11
Sanskrit ,, ...	36	37	33	28,333	...	1,459 0 0	...	29,792 0 0	765 12 1	39 6 11	805 3 0
Bethune ,, ...	35	32	23	22,596	...	1,257 0 0	...	23,853 0 0	706 2 0	39 4 6	745 6 6
Calcutta Madrassah	42	47	33	582	...	1,256 0 0	...	1,838 0 0	12 6 1	26 11 6	39 1 7
Total for 1907-1908 ...	1,378	1,321	1,141	2,88,114	...	1,41,159 0 0	2,596 0 0	4,31,869 0 0	218 1 7	108 13 2	326 14 9
Total for 1906-1907 ...	1,388	1,306	1,127	2,95,991	...	1,32,888 0 0	3,038 0 0	4,31,917 0 0	226 10 3	104 1 3	330 11 6
Municipal or Joint Committee (2).											
Midnapore College	49	47	40	2,222	358	3,312 0 0	1,849 0 0	7,741 0 0	53 12 0	107 8 4	164 11 2
Monghyr Diamond Jubilee College.	19	15	14	...	2,150	774 0 0	3,874 0 0	6,798 0 0	143 5 4	369 13 10	453 3 2
Total for 1907-1908 ...	68	62	54	2,222	2,508	4,086 0 0	5,723 0 0	14,539 0 0	76 4 7	158 3 4	234 15 0
Total for 1906-1907 ...	56	62	45	5,028	2,150	3,759 0 0	5,269 0 0	16,206 0 0	115 12 5	145 9 5	261 6 1
Aided (9).											
General Assembly's Institution	553	525	410	9,600	...	25,819 0 0	20,571 0 0	55,990 0 0	18 11 4	88 5 9	106 10 4
Free Church Institution ...	290	270	240	7,800	...	13,545 0 0	19,468 0 0	40,813 0 0	28 14 2	122 4 3	151 2 6
St. Xavier's College	349	320	309	5,400	...	13,059 0 0	23,541 0 0	42,000 0 0	16 0 0	114 0 0	131 4 0
L. M. S. College, Bhowanipur ...	19	54	29	3,000	...	1,916 0 0	120 0 0	5,036 0 0	55 0 0	37 0 0	93 4 1
Victoria College	38	38	30	1,650	...	1,008 0 0	2,084 0 0	4,737 0 0	43 6 9	81 3 9	124 10 6
Bangabasi College	178	178	123	41,550	...	9,159 0 0	1,401 0 0	51,110 0 0	233 6 8	59 5 2	292 10 0
Dublin University Mission College.	46	40	38	4,800	...	2,215 0 0	60 0 0	7,075 0 0	11 12 0	17 5 0	126 11 10
8. Metropolitan Institution ...	472	404	330	7,200	...	15,526 8 0	.....	22,726 8 0	15 4 1	31 14 4	47 2 5
9. Bihar National College, Bankipore.	110	103	72	2,200	...	3,630 0 0	1,794 0 0	7,624 0 0	29 0 0	49 4 11	69 4 11
Total for 1907-1908 ...	2,055	1,932	1,631	83,200	...	85,872 0 0	69,039 0 0	2,38,111 0 0	43 1 0	80 2 8	123 3 11
Total for 1906-1907 ...	1, 59	1,033	866	27,600	...	45,721 0 0	81,901 0 0	1,55,222 0 0	26 11 6	123 8 8	150 4 2
Unaided (15).											
1. City College	427	467	338	8,732	...	16,482 0 0	6,303 0 0	31,517 0 0	21 7 3	55 15 4	77 6 11
2. Albert College	22	14	4	...	...	485 0 0	885 0 0	1,370 0 0	...	97 13 0	97 13 0
3. Ripon College	617	604	445	...	...	19,780 0 0	.....	19,780 0 0	...	32 11 11	32 11 11
4. Raj College, Burdwan	62	60	50	...	...	2,287 0 0	7,232 0 0	9,519 0 0	...	144 3 7	144 3 7
5. Berhampur College	291	291	230	...	...	7,502 0 0	23,021 0 0	30,523 0 0	...	104 14 3	104 14 3
6. Raj Narain Jubilee College ...	178	148	102	...	...	9,310 0 0	9,684 0 0	18,994 0 0	...	128 0 1	128 0 1
7. Central College	42	38	27	...	...	1,062 0 0	2,791 0 0	3,853 0 0	...	101 6 3	101 6 3
8. Uttarpara College	61	67	55	...	...	3,233 0 0	1,200 0 0	4,433 0 0	...	66 3 1	66 3 1
9. Hetampur College	37	41	31	500	...	643 0 0	14,442 0 0	15,585 0 0	12 3 1	367 14 10	380 1 11
10. Bishop's College	9	20	18	...	...	120 0 0	30,196 0 0	30,316 0 0	...	1,684 3 2	1,684 3 2
11. Bhumihar Brahman College, Muzaffarpur.	51	52	38	...	...	2,319 8 0	4,308 0 0	6,627 8 0	...	108 0 0	108 0 0
12. Church Missionary Society's College.	16	19	15	...	...	689 0 0	1,584 0 0	2,273 0 0	...	83 6 0	83 6 0
13. Daulatpur Hindu Academy ...	98	95	81	...	...	3,133 0 0	2,823 0 0	5,956 0 0	...	73 8 5	73 8 5
14. Bankura Weslyan Mission College.	79	85	72	...	...	2,947 0 0	10,483 0 0	13,430 0 0	...	158 0 0	158 0 0
15. Loreto House	2	2	2	...	...	240 0 0	3,360 0 0	3,600 0 0	...	1,800 0 0	3,600 0 0
Total for 1907-1908 ...	1,992	1,949	1,508	9,232	...	70,233 0 0	1,18,312 0 0	1,97,777 0 0	6 1 11	125 0 5	101 7 7
Total for 1906-1907 ...	2,687	2,459	1,887	...	...	81,435 0 0	1,23,230 0 0	2,04,665 0 0	...	83 3 9	83 3 9
Grand total for 1907-1908 ...	5,493	5,264	4,334	3,82,768	2,508	3,01,350 0 0	1,95,670 0 0	8,82,296 0 0	73 9 1	94 6 8	167 9 9
Grand total for 1906-1907 ...	5,190	4,860	3,925	3,28,619	2,150	2,63,803 0 0	2,13,438 0 0	8,08,010 0 0	68 0 11	98 3 2	166 4 1
Grand total for 1905-1906 ...	5,675	5,635	4,633	2,75,419	2,061	3,11,386 0 0	1,76,829 0 0	7,65,695 0 0	49 6 1	86 10 2	135 14 1

No. 13.

Statement showing the results of First Arts Examination held in March 1908.

Name of College.	Number of candidates.	Number passed in the—			Total passed.	Percentage of Success.
		First Division.	Second Division.	Third Division.		
1	2	3	4	5	6	7
Government Colleges.						
1. Presidency College	67	12	29	14	55	82·0
2. Hooghly ,, ...	51	2	11	12	25	49·0
3. Krishnagar ,, ...	28	1	11	5	17	60·7
4. Patna ,, ...	49	2	5	6	13	26·5
5. Ravenshaw ,, ...	58	3	14	8	25	43·1
6. Bethune ,, ...	10	2	5	1	8	80 0
7. Sanskrit ,, ...	15	1	5	2	8	43·3
8. Calcutta Madrasa	24	3	8	2	13	54·1
Total for 1907-08 ...	302	26	88	60	164	54·30
Total for 1906-07 ...	362	41	93	60	194	53·59
Municipal Colleges.						
1. Midnapore College	24	...	7	5	12	.....
2. Monghyr Diamond Jubilee College	7	...	1	1	2	.....
Total for 1907-08 ...	31	...	8	6	14	45·16
Total for 1906-07 ...	45	1	5	6	12	26·66
Aided Colleges.						
1. General Assembly's Institution	118	4	38	24	66	55·9
2. Free Church Institution	47	2	6	13	21	44·6
3. St. Xavier's College	94	...	19	15	34	36·1
4. L. M. S. College, Bhawanipore	20	2	8	4	14	70·0
5. Narail Victoria College	17	...	3	1	4	23·5
6. Bangabasi College	45	1	10	9	20	44·4
7. D. U. M. Hazaribagh, St. Columbus College ...	17	2	1	1	4	23·5
8. Metropolitan Institution	144	3	21	24	48	33·3
9. Bihar National ,, ...	35	...	2	2	4	11·4
Total for 1907-08 ...	537	14	108	93	211	39·3
Total for 1906-07 ...	357	17	62	59	138	38·65
Unaided Colleges.						
1. City College	85	6	13	18	37	43·5
2. Albert College	21	...	...	2	2	9·5
3. Ripon ,, ...	245	8	25	53	86	35·1
4. Burdwan Raj College	25	1	9	4	14	56
5. Berhampur ,, ...	71	2	13	23	38	32·3
6. T. N. J. College, Bhagalpore	56	...	8	9	17	30·3
7. Central ,, ...	20	...	7	4	11	55·
8. Uttarpara ,, ...	32	1	11	...	12	37·5
9. Hatempur ,, ...	16	1	3	4	8	50·0
10. Bishop's College	9	...	1	3	4	44·4
11. B. B. College, Muzaffarpur	20	...	1	1	2	10
12. Church Missonary Society's College	16	...	1	4	5	31·2
13. Daulathpur Hindu Academy	48	...	6	12	18	37·5
14. W. M. College, Bankura	42	...	8	8	16	38·0
Total for 1907-08 ...	709	19	106	145	270	38·2
Total for 1906-07 ...	1,074	35	156	221	412	38·36
Grand Total for 1907-08 ...	1,576	59	310	294	663	42·06
Private candidates	45	...	5	3	8	18·0
Great Grand Total For 1907-08 ...	1 21	59	315	297	671	41·3
Grand Total for 1906-07 ...	1,838	94	316	346	756	41·18

No. 14.

Statement showing the results of the B. A. Examinations held in 1907-1908 and 1906 1907.

College.	A Course.						B Course.						Total.							Percentages of success.
	Candidates.		1st Honour, division.	2nd Honor, division.	Pass.	Total passed.	Candidates.		1st Honour, division.	2nd Honour, division.	Pass.	Total passed.	Candidates.			1st Honour, division.	2nd Honour, division.	Pass.	Total passed.	
	Honour.	Pass.					Honour.	Pass.					Honour.	Pass.	Total.					1907-08.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1907-08.																				
Government Colleges.																				
1. Presidency College	32	53	2	12	26	40	23	50	3	14	20	37	55	103	158	5	26	46	77	48·7
2. Hooghly College	5	29	...	3	14	17	4	9	...	3	5	8	9	38	47	...	6	19	25	53·1
3. Krishnagar College ...	...	4	...	...	2	2	2	10	...	2	6	8	2	14	16	...	2	8	10	62·5
4. Patna College	6	18	...	2	5	7	1	11	...	1	5	6	7	29	36	...	3	10	13	36·1
5. Ravenshaw College ...	3	24	...	2	10	12	1	29	...	...	6	6	4	53	57	...	2	16	18	31·5
6. Bethune College	...	8	...	...	4	4	...	...	...	...	...	..	...	8	8	...	...	4	4	50
Total ...	46	136	2	19	61	82	31	109	3	20	42	65	77	245	322	5	39	103	147	45·6
Aided Colleges.																				
1. General Assembly's Institution	13	97	1	5	36	42	5	35	...	1	19	20	18	132	150	1	6	55	62	41·3
2. Free Church Institution ...	12	65	...	6	37	43	1	18	...	1	10	11	13	83	96	...	7	47	54	56·2
3. St. Xavier's College ...	3	19	...	...	6	6	1	26	...	...	5	5	4	45	49	...	...	11	11	22·4
4. L. M. S. College, Bhowanipore	...	8	...	...	4	4	1	...	...	...	...	...	1	8	9	...	...	4	4	44·4
5. Bangabasi College	2	28	...	...	4	4	1	...	...	...	...	...	1	8	9	...	...	4	4	44·4
6. Metropolitan Institution ...	7	95	...	1	10	11	1	50	...	...	12	12	3	78	81	...	1	22	23	28·3
7. Bihar National College ...	5	10	...	2	38	40	...	32	...	...	16	16	7	127	134	...	2	54	56	41·7
Total ...	42	322	1	17	132	150	9	161	...	2	62	64	51	483	534	1	19	194	214	40·07
Unaided Colleges.																				
1. City College	12	134	1	...	58	59	7	33	...	2	11	13	19	167	186	1	2	69	72	38·7
2. Ripon College	6	136	...	1	37	38	8	52	...	2	22	24	14	188	202	...	3	59	62	30·6
3. Berhampore College ...	4	47	...	2	13	15	1	14	...	...	5	5	5	61	66	...	2	18	20	30·3
4. Tej Narain Jubilee College	6	27	...	1	9	10	...	9	...	...	4	4	6	36	42	...	1	13	14	33·3
5. Central College	1	11	...	...	1	1	...	...	...	...	...	...	1	11	12	...	...	1	1	8·3
6. Bishop's College	2	3	...	...	...	...	...	...	...	...	...	...	2	3	5	...	1	2	3	60
7. B. B. College, Muzaffarpore	...	6	...	1	2	3	...	...	...	...	...	...	...	6	6	...	...	...	...	6
Total ...	31	347	1	5	120	126	16	108	...	4	42	46	47	472	519	1	9	162	173	34·04
Grand Total ...	119	822	4	41	313	358	56	378	3	26	146	175	155	1,200	1,375	7	67	459	533	38·7
Private candidates	11	70	...	1	24	25	...	34	...	...	5	30	1	114	115	...	1	29	30	26·0
Great Grand Total ...	130	892	4	42	337	383	56	412	3	26	151	205	156	1,314	1,490	7	68	488	563	37·7
1906-07.																				
Government Colleges.																				
1. Presidency College	57	78	1	19	24	44	31	46	3	12	16	31	88	124	212	4	31	40	75	34·4
2. Hooghly College	7	23	...	2	5	7	5	12	...	1	4	5	12	35	47	...	3	9	12	25·5
3. Krishnagar College... ...	2	6	...	1	2	3	2	5	...	...	4	4	4	11	15	...	1	6	7	46·6
4. Patna College	3	24	...	...	1	1	1	14	...	...	2	2	4	38	42	...	...	3	3	7·1
5. Ravenshaw College ...	2	6	...	...	2	2	3	20	...	1	5	6	5	26	31	...	1	7	8	25·8
6. Bethune College	...	6	...	...	2	2	...	...	...	...	...	...	...	6	6	...	...	2	2	35·3
Total	71	143	1	22	36	59	42	97	3	14	31	48	113	240	353	4	36	67	107	29·7
Aided Colleges.																				
1. General Assembly's Institution.	17	111	...	5	38	43	10	35	2	2	9	13	27	146	173	2	7	50	59	32·3
2 Free Church Institution ...	11	46	...	1	11	12	6	20	1	2	11	14	17	66	83	1	3	24	28	31·3
3. St. Xavier's College ...	2	23	...	1	6	7	6	21	...	1	5	6	8	44	52	...	2	11	13	21·1
4. L. M. S. College Bhowanipore.	...	9	...	...	1	1	...	2	...	...	...	...	...	11	11	...	...	1	1	9
Total	30	189	...	7	56	62	22	78	3	5	25	33	52	267	319	3	12	86	101	29·5
Unaided Colleges.																				
1. Metropolitan Institution ...	11	110	...	...	22	22	...	31	...	...	5	5	11	141	152	...	...	27	27	16·4
2. City College	16	98	...	4	12	16	12	38	...	3	9	12	28	136	164	...	7	21	28	16·4
3. Ripon College	6	117	...	...	19	19	7	76	...	2	8	10	13	193	206	...	2	27	29	14·
4. Berhampore College ...	10	38	...	...	11	11	4	20	...	1	7	8	14	58	72	...	1	18	19	26·4
5. Tej Narain Jubilee College	4	32	...	...	2	2	2	14	...	...	1	1	6	46	52	...	...	3	3	5·7
6. Bangabasi College	7	47	1	...	8	9	4	57	...	...	5	5	11	104	115	1	...	13	14	12·1
7. Bihar National College ...	...	21	...	...	4	4	...	...	...	...	...	...	...	21	21	...	...	4	4	14·2
8. Doveton College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Central College	3	11	...	6	6	...	...	...	...	...	...	...	3	11	14	...	...	6	6	28·5
10. Bishop's College	2	1	...	1	1	2	...	...	...	...	...	...	2	1	3	...	1	1	2	66·6
11. B. B. College, Muzaffarpore.	...	4	...	...	1	1	...	...	...	...	...	...	...	4	4	...	...	1	1	25
Total	59	479	1	5	86	92	29	236	...	6	35	41	88	715	803	1	11	121	133	15·3
Grand Total	160	811	1	34	178	213	93	411	6	25	91	122	253	1,222	1,475	8	59	275	342	22·1
Private candidates	37	64	...	1	8	9	3	19	...	1	2	3	10	83	93	...	2	10	12	12·9
Great Grand Total ...	197	875	2	35	186	222	96	430	6	26	93	125	263	1,305	1,568	8	61	285	354	21·5

No. 15.

Statement showing the results of the M. A. Examinations held in 1907-08 and 1906-07.

	English.		Sanskrit. Group A.		Sanskrit. Group B.		Sanskrit. Group D.		Pali.		Latin.		Hebrew.		Arabic.		Persian.		History.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1907-08.																				
1. Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. B. N. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. City ,, ...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5. Duff ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	1
6. General Assembly's Institution.	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
7. Hooghly College	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8. Krishnagar ,, ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
9. Krishnath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
10. L. M. S. ,, ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11. Ravenshaw ,, ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
12. Patna ,, ...	3	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	...	...
13. Presidency ,, ...	44	8	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	11	7
14. Sanskrit ,, ...	...	...	5	5	...	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...
15. T. N. Jubilee ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16. Ripon College	5	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17. St. Xavier's ,, ...	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
18 Private Student ...	12	2	2	1	1	1	...	...	1	1	...	...	...	...	1	1	4	4	2	...
Total ...	85	13	8	6	1	1	2	2	1	1	...	...	...	...	1	1	6	5	21	9
1906-07.																				
Bangabasi College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
B. N ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bishop's ,, ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
City ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Duff ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1
General Assembly's Institution.	13	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Hooghly College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnagar ,, ...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Krishnath ,, ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
L. M. S. ,, ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Patna ,, ...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...
Presidency ,, ...	51	19	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	12	3
Sanskrit ,, ...	...	...	5	2	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
T. N. Jubilee	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Private students ..	19	1	...	...	...	...	...	...	2	2	1	...	...	...	...	...	4	2	2	...
Total ...	91	24	5	2	1	1	...	...	2	2	1	...	...	...	...	...	6	4	16	4

	Philosophy.		Mathematics. Group A.		Mathematics. Group B.		Natural and Physical Science. Chemistry.		Physics B.		Physics C.		Physics D.		Botany.		Geology.		Total.	
	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.	Number of candidates.	Number passed.
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
1907-08.																				
1. Bangabasi College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	2	...	...	2	2
2. B. N. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3. Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
4. City ,, ...	11	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	13	1
5. Duff ,, ...	12	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	19	1
6. General Assembly's Institution.	...	...	10	3	1	...	...	...	...	...	...	...	...	...	...	...	...	...	23	3
7. Hooghly College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	...
8. Krishnagar ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
9. Krishnath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
10. L. M. S. ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
11. Ravenshaw ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
12. Patna ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	3
13. Presidency ,, ...	12	8	...	...	8	4	11	8	...	...	17	11	...	...	5	5	1	1	109	52
14. Sanskrit ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	7	7
15. T. N. Jubilee ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16. Ripon College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...
17. St. Xavier's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	
18. Private Student ...	11	2	2	...	2	...	2	2	1	1	...	...	...	...	4	4	1	1	46	21
Total ...	46	11	12	3	11	5	13	10	1	1	17	11	...	...	11	11	2	2	238	92
1906-07.																				
Bangabasi College ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...
B. N. ,, ...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Bishop's ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
City ,, ...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	1
Duff ,, ...	20	6	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	22	7
General Assembly's Institution.	...	...	7	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...	21	5
Hooghly College ...	...	...	...	...	...	...	...	...	...	...	1	1	...	...	...	...	...	...	1	1
Krishnagar ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
Krishnath ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...
L. M. S. ,, ...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	1
Patna ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3	2
Presidency ,, ...	7	2	1	1	13	9	7	5	...	...	21	14	...	...	...	...	2	...	114	53
Sanskrit ,, ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	6	3
T. N. Jubilee	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	...
Private students ...	5	2	5	1	4	1	...	...	2	2	...	...	...	...	3	2	1	1	48	14
Total ...	35	11	14	5	18	10	8	5	2	2	22	15	...	...	4	2	3	1	228	88

(3) Unaided. 1907-08. 1906-07.

	1907-08.	1906-07.
City ...	7·6	100
Barhampur	100	3·2
Private ...	44·6	37·2

(1) Government.

	P. C. 1907-08	P. C. 1906-07
Presidency	47·7	46·5
Hughly	...	100
Krishnagar	...	...
Patna	60	66·6
Sanskrit	100	50

(2) Aided.

	1907-08.	1906-07.
General Assembly	13·04	23·8
Free Church	5·2	31·8
L. M. S.	...	33·3
Bangabasi	100	...
B. N. College	...	100

	1907-08.	1906-07.
St. Xavier's	50	...

No. 16.

Secondary Education.

Statement showing in detail the attendance and expenditure in classes of Secondary Schools for Indian boys for the years 1907-08 and 1906-07.

Class of schools.	Number of schools.	Number of pupils on the rolls on 31st March.	Average monthly number on rolls during the year.	Average daily attendance.	Expenditure from— Public Funds. Provincial Revenues.	District Funds.	Municipal Funds.	Native States Revenues.	Private Funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
High Schools.					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government—											
1907-08	38	9,781	8,981	7,111	2,04,581	...	...	...	2,09,058	8,353	4,21,992
1906-07	38	9,346	8,837	7,066	2,25,581	...	...	...	2,05,618	7,976	4,39,175
Managed by District or Municipal Boards—											
1907-08	3	1,056	1,050	777	4,155	400	2,484	...	22,582	...	29,621
1906-07	3	1,156	1,113	825	1,800	400	1,100	...	23,956	...	27,256
Maintained by Native States—											
1907-08	2	457	436	340	...	...	...	8,643	1,037	...	9,680
1906-07	2	413	365	298	...	...	...	7,634	786	...	8,420
Aided by Government, District or Municipal Boards—											
1907-08	191	31,317	30,573	23,234	85,444	2,328	6,405	...	4,26,861	1,46,670	6,67,908
1906-07	182	29,829	29,175	22,311	76,693	2,597	5,319	...	3,99,315	1,31,244	6,15,138
Unaided—											
1907-08	156	35,956	35,348	26,765	...	...	...	...	5,49,628	1,72,972	7,22,600
1906-07	165	37,709	36,925	28,039	...	...	...	...	5,39,631	1,66,721	7,06,352
Total for 1907-08 ...	390	78,567	76,388	58,227	2,94,180	2,728	8,889	8,643	12,09,166	3,28,195	18,51,801
Total for 1906-07 ...	390	78,453	76,415	58,539	3,04,074	2,967	6,419	7,634	11,69,306	3,05,931	17,96,341
Middle English Schools.											
Managed by Government—											
1907-08	4	417	395	310	8,191	...	...	...	2,433	449	11,073
1906-07	3	268	256	208	8,421	...	...	...	1,998	...	10,419
Managed by District or Municipal Boards—											
1907-08	34	2,652	2,468	1,968	...	14,981	673	...	12,042	3,803	31,499
1906-07	32	2,555	2,422	1,906	10	12,219	992	...	11,358	3,968	28,547
Maintained by Native States—											
1907-08	21	2,078	1,992	1,404	...	...	...	25,308	413	...	25,721
1906-07	16	1,326	1,256	905	...	...	...	14,442	292	...	14,734
Aided by Government, District or Municipal Board—											
1907-08	488	33,976	33,553	26,411	25,987	83,530	6,500	...	1,91,998	1,20,364	4,28,379
1906-07	487	33,836	33,095	27,074	21,250	83,505	5,757	...	1,86,159	1,22,257	4,18,928
Unaided—											
1907-08	111	6,785	6,714	5,127	...	...	...	...	27,336	38,450	65,786
1906-07	104	6,499	6,453	5,007	...	...	...	...	26,602	35,192	61,794
Total for 1907-08 ...	658	45,908	45,122	35,220	34,178	98,511	7,173	25,308	2,34,222	1,63,566	5,62,958
Total for 1906-07 ...	642	44,484	43,482	35,100	29,681	95,724	6,749	14,442	2,26,409	1,61,417	5,34,422
Middle Vernacular Schools.											
Managed by Government—											
1907-08	18	1,199	1,107	836	8,127	...	372	...	2,043	315	10,857
1906-07	18	1,258	1,124	848	7,895	...	400	...	2,053	418	10,766
Managed by District or Municipal Boards—											
1907-08	103	6,664	6,339	4,928	...	39,511	1,702	...	15,678	2,016	58,907
1906-07	105	6,681	6,245	4,869	...	38,898	1,338	...	15,324	2,475	58,035
Maintained by Native States—											
1907-08	6	461	457	278	...	...	488	1,755	59	24	2,326
1906-07	4	207	197	127	...	...	...	1,581	46	5	1,632
Aided by Government, District or Municipal Boards—											
1907-08	239	13,587	13,334	10,532	15,108	21,495	1,702	...	47,409	34,954	1,20,668
1906-07	246	13,949	13,624	10,850	14,881	23,757	1,863	...	51,568	34,226	1,26,295
Unaided—											
1907-08	40	2,627	2,559	2,131	...	...	...	...	6,467	10,439	16,896
1906-07	36	2,255	2,183	1,768	...	...	...	...	5,359	10,255	15,614
Total for 1907-08 ...	406	24,538	23,796	18,705	23,235	61,006	4,264	1,755	71,646	47,748	2,09,654
Total for 1906-07 ...	409	24,350	23,433	18,462	22,776	62,655	3,601	1,581	74,350	47,379	2,12,342
Grand total for 1907-08 ...	1,454	145,306	145,846	112,152	3,51,593	1,62,245	20,326	35,706	15,15,034	5,39,509	26,24,413
Grand total for 1906-07 ...	1,441	1,47,287	1,43,350	1,12,101	3,56,531	1,61,346	16,769	23,657	14,70,065	5,14,737	25,43,105

No. 17.

Statement showing the result of the Entrance Examination of schools for Indian boys, 1906-07. and 1907-08.

Class of School.	1907.							1908.						
	Number of competing schools.	Number of candidates.	Passed in the— First Division.	Second Division.	Third Division.	Total.	Percentage.	Number of competing schools.	Number of candidates.	Passed in the— First Division.	Second Division.	Third Division.	Total.	Percentage.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Schools under public management	42	772	96	266	153	515	66·7	42	828	89	270	242	601	72·5
Schools under private management.														
Aided	176	1,177	103	358	187	647	55·0	185	1,243	97	360	302	759	61·0
Unaided	146	1,586	120	404	269	793	50·0	144	1,694	89	396	393	878	51·0
Total ...	364	3,535	318	1,028	609	1,955	55·3	371	3,765	275	1,026	938	2,238	59·4

No. 18.

Statement shewing the results of Government Collegiate Schools for 1906-1907 and 1907-1908.

Name of School.	Number of students in Entrance class on the 31st December 1906.	1907. Number of candidates.	Number passed in the First Division.	Second Division.	Third Division.	Total.	1908. Number of students in the Entrance class on the 31st December 1907.	Number of candidates.	Number passed in the First Division.	Second Division.	Third Division.	Total.
Hindu School	157	127	21	47	16	84	119	111	21	31	28	80
Patna Collegiate School	...	17	3	12	2	17	25	17	...	4	7	11
Hare School	57	36	7	11	8	26	56	38	3	18	12	33
Hooghly Collegiate School... ...	52	29	2	7	4	13	46	36	1	7	14	22
Ravenshaw ,, ,, ...	32	27	2	8	6	16	40	39	7	13	11	31
Krishnagar ,, ,, ...	31	12	2	4	3	9	28	18	4	2	10	16
Sanskrit ,, ,, ...	23	16	5	2	3	10	16	12	1	7	1	9
Anglo-Persian Department, Calcutta Madrassah	35	24	1	9	9	19	49	37	2	11	11	24
Bethune Collegiate School	12	11	1	3	5	9	8	8	1	6	1	8

No. 19.

Qualification Statement of Teachers in Government, Aided and Unaided Schools, for Boys, during the year 1907-08.

Class of Schools.	Number of schools.	Number of teachers employed.	Teachers passing examinations.														Passing no examination.	Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership: Passed final examination.	Vernacular Mastership: Lower grade examination.	Guru Training school.	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit title examination.	Madrasa Central examination.	Other examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government ...	43	650	33	123	118	119	68	...	1	4	5	...	...	44	21	52	62	98
Aided	191	1,976	28	229	341	396	170	36	11	81	80	8	8	153	20	51	304	368
Unaided	156	1,937	38	312	364	386	82	20	6	66	71	9	2	164	23	36	358	206
Total ...	390	4,563	99	724	823	901	320	56	18	151	156	17	10	361	64	139	724	672
Middle English.																		
Government ...	59	313	...	2	15	50	54	14	13	36	52	22	5	4	5	19	31	39
Aided	488	2,201	...	...	119	418	373	123	62	352	307	76	16	7	2	6	340	252
Unaided	111	431	...	1	30	74	63	17	10	65	69	17	5	2	...	...	78	54
Total ...	658	2,945	...	3	164	542	490	154	85	453	428	115	26	13	7	16	449	345
Middle Vernacular.																		
Government ...	127	431	...	...	3	12	127	37	19	22	164	22	8	1	...	2	14	50
Aided	239	789	...	...	9	53	175	33	20	65	283	35	11	1	...	1	103	107
Unaided	40	135	...	...	1	14	28	9	3	12	50	4	1	...	...	...	18	9
Total ...	406	1,355	...	...	13	79	325	79	42	99	497	61	20	2	...	3	135	166
Upper Primary.																		
Government ...	329	750	...	...	...	4	67	38	111	42	326	121	7	...	...	...	34	38
Aided	2,681	4,665	...	...	...	42	46	79	460	539	1,580	1,048	390	4	4	3	470	550
Unaided	79	167	...	...	...	2	4	1	14	32	45	29	20	...	...	...	20	15
Total ...	3,089	5,582	...	...	...	48	117	118	585	613	1,951	1,198	417	4	4	3	524	603
Lower Primary.																		
Government ...	522	583	...	...	...	...	1	19	23	20	70	249	104	...	...	20	77	53
Aided	23,662	23,799	...	...	1	15	26	52	1,347	675	2,106	3,989	9,057	13	13	11	6,494	2,130
Unaided	6,681	6,665	...	...	...	4	1	5	191	119	307	819	2,235	6	...	2	2,976	398
Total ...	30,865	31,047	...	...	1	19	28	76	1,561	814	2,483	5,057	11,396	19	13	33	9,547	2,581
Grand Total ...	35,408	45,492	99	727	1,001	1,589	1,280	483	2,291	2,130	5,515	6,448	11,869	399	88	194	11,379	4,367

No. 20.

Qualification Statement of Teachers in Government, Aided and Unaided Schools for Girls during the year 1907-08.

Class of School.	Number of schools.	Number of teachers employed.	Teachers passing Examinations.														Passing no Examination.	Number of vacancies which occurred during the year.
			M. A.	B. A.	F. A.	Entrance.	Vernacular Mastership. Passed final examination.	Vernacular Mastership. Lower grade examination.	Guru Training school	Middle English or Standard VI.	Middle Vernacular or Standard VI.	Upper Primary or Standard IV.	Lower Primary or Standard II.	Sanskrit title examination.	Madrasa central examination.	Other Examinations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
High English.																		
Government	1	13	1	2	2	2	1	...	...	...	1	...	...	...	...	...	3	...
Aided	6	50	3	1	7	8	...	...	...	4	1	...	...	4	...	2	20	7
Unaided	1	6	3	1	...	2	...	...	...	...	...	...	...	...	...	...	...	1
Total	8	68	7	4	9	12	1	...	...	4	2	...	...	4	...	2	23	8
Middle English.																		
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	17	113	3	3	3	9	9	13	2	12	20	11	2	1	...	...	25	11
Unaided	1	5	...	...	...	1	...	1	...	...	...	...	...	...	...	...	3	...
Total	18	118	3	3	3	10	9	14	2	12	20	11	2	1	...	...	28	11
Middle Vernacular.																		
Government	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	17	83	1	...	1	1	5	5	10	6	18	9	3	1	...	7	16	5
Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total	17	83	1	...	1	1	5	5	10	6	18	9	3	1	...	7	16	5
Upper Primary.																		
Government	9	23	...	...	...	...	...	...	...	...	16	5	...	...	...	...	2	...
Aided	198	420	...	1	2	6	22	16	23	16	115	67	25	1	...	16	110	30
Unaided	6	18	...	...	...	6	...	—	...	9	2	1	...	...	...	...	...	...
Total	213	461	...	1	2	13	22	16	23	25	133	73	25	1	...	16	112	30
Lower Primary.																		
Government	22	24	...	...	...	...	...	...	...	5	5	1	5	...	...	...	13	6
Aided	2,603	2,570	...	...	...	7	12	30	163	171	411	428	743	3	...	4	598	180
Unaided	529	475	...	...	...	1	...	1	7	27	47	90	164	...	...	3	135	8
Total	3,154	3,069	...	...	...	8	12	31	170	198	463	519	912	3	...	7	746	194
Grand Total	3,410	3,799	11	8	15	43	49	66	205	245	636	612	942	10	...	32	925	242

No. 21.

Primary Education.

Statement showing the attendance and expenditure of Upper Primary Schools for Indian Boys for 1907-08 and 1906-07.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1907.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from Public Funds. Provincial Revenues.	Public Funds. District Funds.	Public Funds. Municipal Funds.	Public Funds. Native Estates revenues.	Private Funds. Fees.	Private Funds. Other Sources.	Total
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government	183	7,409	6,941	5,035	37,686	229	143	...	3,332	88	41,478
Managed by District or Municipal Boards.	99	8,152	8,242	7,764	...	26,640	735	...	1,897	...	29,272
Maintained by Native States.	47	4,650	4,503	3,350	...	...	...	6,757	751	128	7,636
Aided by Government or District or Municipal Boards.	2,681	125,365	119,652	95,652	40,140	1,41,957	16,685	8,259	2,11,772	70,367	4,89,180
Unaided	79	3,824	3,454	2,837	...	...	...	...	4,831	7,774	...
Total 1907-08	3,089	149,400	142,792	113,438	77,826	1,68,826	17,563	15,016	2,22,583	78,357	5,80,171
Total 1906-07	2,908	137,125	130,919	103,770	62,295	1,69,339	17,646	8,360	1,95,972	63,729	5,17,341

No. 22.

Statement showing the attendance and expenditure of Lower Primary Schools for Indian Boys for 1907-08 and 1906-07.

Class of Schools.	Number of schools.	Number of pupils on the rolls on the 31st March 1907.	Average number on the rolls monthly.	Average daily attendance.	Expenditure from Public Funds.				Expenditure from Private Funds.		Total.
					Provincial Revenues.	District Funds.	Municipal Funds.	Native States Revenues.	Fees.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11	12
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	10	285	226	180	248	21	...	...	28	...	297
Managed by District or Municipal Boards.	3	307	297	222	...	...	1,307	...	98	...	1,405
Maintained by Native States ...	509	15,479	14,599	10,518	...	...	585	20,210	15,715	750	37,260
Aided by Government or District or Municipal Boards.	23,662	679,436	652,084	524,550	92,977	4,62,709	42,911	7,122	10,04,017	2,55,540	18,65,276
Unaided	6,681	138,297	124,286	105,036	...	...	...	...	2,24,688	48,567	2,73,255
Total for 1907-08 ...	30,865	833,854	791,492	640,506	93,225	4,62,730	44,803	27,332	12,44,546	3,04,857	21,77,493
Total for 1906-07 ...	31,046	816,330	760,001	626,168	96,262	4,82,613	45,692	12,542	11,46,875	2,49,443	20,33,427

No. 23.

(Subsidiary Table V.)

Statement showing the amount of expenditure incurred on Primary Education for Indian Pupils in Bengal for 1907-1908.

	Number of		Expenditure from Public Funds.			Expenditure from Private Funds.		Total of Public Funds.	Total of Private Funds.
	Schools.	Pupils.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions and other sources.		
1	2	3	4	5	6	7	8	9	10
Primary Schools (Government and Aided.)			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... ... { Upper	3,010	145,576	77,826	1,63,826	17,563	2,17,752	70,583	2,79,231*	2,88,335
{ Lower	24,184	695,557	93,225	4,62,730	44,803	10,19,858	2,56,290	6,28,090†	12,76,148
Total ...	27,194	841,133	1,71,051	6,31,556	62,366	12,37,610	3,26,873	9,07,321	15,64,483
For Girls ... ... { Upper	207	10,341	32,928	5,779	3,797	6,430	54,049	43,499‡	60,479
{ Lower	2,625	57,445	57,235	68,273	9,503	6,709	72,958	1,39,653§	79,667
Total ...	2,832	67,786	90,163	74,052	13,300	13,139	1,27,007	1,83,152	1 40,146
Total for all Primary Schools (including Government Aided and Unaided).	37,321	1,060,396	2,61,214	7,05,608	75,666	14,81,471	5,16,488	10,90,473‖	19,97,959
Proportionate expenditure of the Primary Departments of all Secondary Schools for Indian pupils.	...	...	1,43,440	75,239	11,634	5,24,550	2,50,129	2,47,552¶	7,74,679
Grand Total of *Direct Expenditure* on Primary Education for Indian pupils (male and female.)	...	...	4,04,654	7,80,847	87,300	20,06,021	7,66,217	13,37,025	27,72,638
Indirect Expenditure.									
(1) Charges for abolished Primary Schools (including Primary Fund Schools.)	...	...	4,905	22,636	1,018	...	...	27,659	...
(2) Charges for buildings and furniture for Primary Schools, or for Technical or any other Schools paid from Primary Funds.	...	...	44,066	9,620	2,953	...	...	56,639	...
(3) Charges for Subordinate Inspecting Agency	...	...	8,419	85,706	2,966	...	...	97,091	...
(4) Lower Primary Scholarships (including other Scholarships paid from Primary Fund).	...	...	4,777	33,169	131	...	...	38,107**	...
(5) Miscellaneous charges incurred on Primary Education, including charges incurred from Primary allotments, such as purchase of Prize-books, grants to Technical Schools, Money-order commissions, &c.	...	...	16,563	59,894	4,960	...	...	81,417	...
(6) Charges for the conduct of Lower Primary Scholarship Examination.	...	...	17	534	...	...	...	551	...
(7) *Add* 80 per cent. of actual charges for Sub-Inspectors	...	...	2,37,300	1,780	...	...	...	2,39,080	...
Total of Indirect Expenditure from Public Funds ...	...	...	3,15,147	2,13,339	12,028	...	...	5,40,544	...
Grand Total of Direct and Indirect Expenditure from Public Funds.	...	...	7,19,801	9,94,186	98,331	...	...	18,77,569	...

* Including Rs. 15,016 from Native States Revenues.
† Do. Rs. 27,332 ditto ditto.
‡ Do. Rs. 995 ditto ditto.
§ Do. Rs. 4,642 ditto ditto.
‖ Do. Rs. 47,985 ditto ditto.
¶ Do. Rs. 17,239 ditto ditto.
** Do. Rs. 30 ditto ditto.

No. 24.

Return showing the expenditure from the Primary grants under District and Municipal Boards and under the Department (including the one per cent. grant) and the general progress of Primary Education during the year 1907-1908.

District.	Population (census of 1901).	Amount paid in subsistence allowance.	Amount paid at the end of the year on the general condition of the schools.	Total of columns 3 and 4.	Number of pupils passed in—				Of the pupils in Primary Shools during 1907-1908.			
					Standard IV.		Standard II.		The number in Standard I class.		The number in the third year of infant class.	
					Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8	9	10	11	12	13
Burdwan Division.		Rs.	Rs.	Rs.								
Burdwan	1,532,475	15,230	14,070	29,300	1,298	1	2,539	1	4,563	182	5,220	339
Birbhum	902,280	10,555	4,272	14,827	596	...	1,210	7	3,179	117	3,830	245
Bankura	1,116,411	19,126	4,446	23,572	701	5	2,058	54	4,476	200	5,536	451
Midnapore	2,789,114	27,921	23,204	51,125	988	21	5,153	108	15,213	984	18,931	1,798
Hooghly	1,049,282	19,268	6,245	25,513	824	...	1,850	...	4,273	233	5,608	603
Howrah	850,514	12,659	6,605	19,264	619	2	1,343	8	4,321	157	4,648	292
Total for 1907-1908 ...	8,240,076	1,04,759	58,842	1,63,601	5,026	29	14,143	178	36,625	1,873	43,823	3,728
Total for 1906-1907 ...	8,240,076	1,01,413	64,218	1,65,631	5,254	33	14,094	328	33,859	2,058	41,936	4,002
Presidency Division.												
24-Pargauas	2,078,340	39,587	8,976*	48,563	1,062	11	5,300	89	10,821	379	11,420	356
Nadia	1,667,491	27,046	3,928	30,974	905	7	1,505	31	3,032	214	4,084	427
Murshidabad	1,333,184	15,656	5,678	21,334	645	...	1,341	15	2,687	150	3,421	369
Jessore	1,813,274	24,367	3,788	28,155	749	...	1,526	55	4,210	374	5,462	504
Khulna	1,263,043	24,506	1,011	25,517	545	...	1,342	34	3,447	350	4,422	533
Total for 1907-1908 ...	8,145,332	1,31,162	23,381	1,54,543	3,906	18	11,014	224	24,197	1,467	28,809	2,189
Total for 1906-1907 ...	8,145,332	1,24,769	34,083	1,58,852	4,000	23	10,516	199	23,578	1,333	19,411	2,238
Calcutta.												
Calcutta	847,796	10,525†	12,070	22,595	335	150	756	338	1,121	585	1,879	921
Total for 1907-1908 ...	847,796	10,525	12,070	22,595	335	150	756	338	1,121	585	1,879	921
Total for 1906-1907 ...	847,796	12,157	10,752	22,909	398	67	795	125	1,525	721	2,137	1,046
Patna Division.												
Patna	1,624,742	23,072	6,254	29,326	340	5	914	20	4,216	194	6,071	276
Gaya	2,059,933	22,144	11,390	33,534	153	...	982	12	3,627	224	5,699	454
Shahabad	1,962,696	27,276	7,458	34,734	289	...	773	3	2,465	32	3,419	97
Saran	2,409,509	21,894	3,704	25,598	248	1	644	12	2,267	68	4,077	215
Champaran	1,790,463	13,364	4,060	17,424	135	2	416	6	1,607	118	3,842	358
Muzaffarpur	2,755,033	32,718	3,300	36,018	205	3	698	43	3,658	243	5,054	392
Darbhanga	2,912,611	42,493	8,791	51,284	213	1	764	42	5,531	386	8,322	1,181
Total for 1907-08 ...	15,514,987	1,82,961	44,957	2,27,918	1,583	12	5,191	138	2,371	1,265	36,481	2,973
Total for 1906-07 ...	15,514,987	1,56,680	52,807	2,09,487	1,423	16	5,892	76	22,160	893	34,259	2,101
Bhagalpur Division.												
Monghyr	2,068,804	29,541	4,692	34,233	201	...	627	20	2,109	148	3,158	316
Bhagalpur	2,088,953	22,533	2,162	24,695	203	1	537	9	1,505	134	2,817	182
Purnia	1,874,794	19,609	81	19,690	117	...	352	5	1,127	33	1,753	176
Darjeeling	2,491,117	13,417	565	13,982	53	...	47	1	394	...	434	54
Sonthal Parganas	1,309,737	26,837	5,008	31,845	348	25	936	40	2,571	79	3,724	154
Total for 1907-08 ...	8,091,405	1,11,937	12,508	1,24,445	902	26	2,499	75	7,706	394	11,886	882
Total for 1906-07 ...	8,091,405	1,12,208	13,951	1,26,159	977	28	2,630	98	7,574	423	11,466	1,015
Orissa Division.												
Cuttack	2,062,758	28,657	4,745	33,402	414	22	912	34	4,242	120	8,638	427
Balasore	1,071,197	19,068	1,688	20,756	217	10	418	36	1,767	175	3,859	391
Angul	191,911	8,801	1,157	9,958	58	...	147	9	492	63	665	115
Puri	1,017,284	17,249	1,804	19,053	189	...	412	14	1,322	81	2,484	192
Sambalpur	638,992	...	...	...	502	21	742	27	1,995	160	1,730	257
Total for 1907-08 ...	4,982,142	72,775	9,394	83,169	1,380	53	2,631	120	9,818	599	17,326	1,384
Total for 1906-07 ...	4,982,142	76 503	11,054	87,557	900	17	2,855	145	9,299	577	18,572	1,343
Garjat Estates.												
Eastern Garjats	1,527,786	6,352	2,550	8,902	117	1	407	10	1,350	64	2,456	133
Central Gargats	420,016	2,027	824	2,851	45	1	150	4	472	24	841	42
Total for 1907-08 for 17 Tributary Estates.	1,947,802	8,379	3,374	11,753	162	2	557	14	1,822	88	3,297	175
Total for 1906-07 ...	1,947,802	8,241	3,527	11,768	204	1	570	12	1,827	59	3,195	133
Chota Nagpur Division.												
Hazaribagh	1,177,961	20,751	4,452	25,203	129	4	355	10	852	36	1,202	81
Ranchi	1,187,925	22,470	1,864	24,334	253	17	473	89	1,538	223	2,857	288
Palamau	619,600	10,643	2,704	13,347	56	...	200	6	503	33	745	53
Manbhum	1,301,364	19,394	3,188	22,582	268	2	804	14	2,420	93	3,516	158
Singhbhum	613,579	18,438	346	18,784	149	2	541	10	1,031	65	1,919	105
Total for 1907-08 ...	4,900,429	91,696	12,554	1,04,250	855	25	2,373	129	6,344	450	10,239	685
Total for 1906-07 ...	4,900,429	90,574	13,752	1,04,326	847	33	2,487	163	7,538	370	12,525	656

* Includes Rs. 36 paid to a *maktab* from one per cent. grant.
† Including payments made to Girls' schools.

No. 25.

Training Schools.

Statement showing the number of Training Schools for Masters and Mistresses and pupils attending them for 1906-07 and 1907-08.

Class of School.	1906-07.										1907-08.										Average of increase or decrease.	
	Government.		District and Municipal Fund.		Aided.		Unaided.		Total.		Government.		District and Municipal Fund.		Aided.		Unaided.		Total.			
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Training Schools for Masters.	112	1,475	...	...	6	256	1	24	119	1,755	205	2,904	...	...	6	231	1	5	212	3,140	+78·1	+78·9
Training Schools for Mistresses.	...	...	...	...	17	256	1	35	18	291	...	...	...	...	18	318	1	12	19*	330	+5·5	+13·4
Total ...	112	1,475	...	...	23	512	2	59	137	2,046	205	2,904	...	...	24	549	2	17	231	3,470	+68·6	+69·5

* Excluding 1 school under Government with 20 pupils for European education.

No. 26.

Statement showing attendance and expenditure in Training schools for 1906-07 and 1907-08.

Class of School.	Number of Schools.		Number of Pupils.		Expenditure, 1907-08.					Total.
					From Public Funds.			From Private Funds.		
	1906-1907.	1907-1908.	1906-07.	1907-08.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees and fines.	Other sources.	
1	2	3	4	5	6	7	8	9	10	11
Training Institution for Masters—										
Government* ...	112	205	1,475	2,904	1,85,263	1,163	.....	6,090	150	1,92,666
Aided	6	6	256	231	5,114	.....	.....	.....	15,080	20,220
Unaided	1	1	24	5	.....	.....	.....	.....	59	59
Total ...	119	212	1,755	3,140	1,90,403	1,163	.....	6,090	15,289	2,12,945
Training schools for Mistresses—										
Government ...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Aided	17	18	256	318	22,192	65	.....	681	13,754	36,692
Unaided	1	1	35	12	.....	.....	.....	.....	187	187
Total ...	18	19	291	330	22,192	65	.....	681	13,941	36,879
Grand Total ...	137	231	2,046	3,470	2,12,595	1,228	.....	6,771	29,230	.....
Total Expenditure, 1906-07.	.....	.....	.....	.....	1,63,259	1,395	.....	7,542	20,272	1,92,559

* Excluding the statistic of Kurseong school under European education.

No. 27.

Statement showing result of the First Grade Training Schools for 1907-08.

Name of School.	Second Grade Certificate.					First Grade Certificate.					Total.		
	Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Candidates examined.	Number passed. High.	Medium.	Low.	Total.	Candidates examined.	Passed.	Percentage of success, 1907-08.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Calcutta	39	3	10	5	18	27	3	11	4	18	66	36	54·5
Hooghly	74	3	24	7	34	45	...	23	4	27	119	61	51·2
Krishnagar, Church Missionary Society (Aided)	11	3	3	2	8	6	2	1	...	3	17	11	64·7
Total ...	124	9	37	14	60	78	5	35	8	48	202	108	53·4
Patna ...	61	5	27	6	38	31	10	16	...	26	92	64	69·5
Ranchi ...	18	1	8	...	9	18	4	7	...	11	36	20	55·5
Cuttack ...	21	...	8	3	11	24	...	9	8	17	45	28	62·2
Total ...	100	6	43	9	58	73	14	32	8	54	133	112	84·2
Grand Total ...	224	15	80	23	118	151	19	67	16	102	335	220	65·6
Grand Total for 1906-07 ...	271	11	81	27	119	155	2	46	24	72	426	191	44·8

No. 28.

Statement showing the results of the English Teachership Examination.

Name of School.	First Grade.		Second Grade.		Total.	
	Appeared.	Passed.	Appeared.	Passed.	Appeared.	Passed.
1	2	3	4	5	6	7
Private 1908 ...	2	2	...	...	2	2
,, 1907 ...	1	1	...	...	1	1

No. 29.

Statement showing the attendance and expenditure of the Institutions teaching Engineering and Surveying for 1907-08.

Name of Institution.	Number of Institution.	Number of pupils on the 31st March 1908.	Average monthly roll number.	Expenditure. From Public funds. From Provincial Revenues.	From district funds.	From Municipal funds.	From private funds. From fees and fines.	From other sources.	Total.	Average annual cost of educating each pupil. Cost of public funds.	Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
Engineering College, Sibpur.										Rs. A. P.	Rs. A. P.
Civil Engineering College Sibpur	1	320	348	2,12,071	...	...	18,550	17,415	2,48,045	609 6 4	712 12 4
1906-07 ...	1	342	330	1,82,521	...	...	16,459	12,749	2,11,729	553 1 6	641 9 8
Government and aided Survey and Engineering Schools.											
Cuttack Survey School	1	101	103	3,567	...	...	1,356	...	4,923	34 10 1	47 12 8
Bihar School of Engineering	1	131	143	36,766	...	...	7,606	...	44,372	257 1 8	310 4 8
Angul Survey School (aided)	1	27	19	414	...	...	6	...	420	21 12 7	22 1 10
Total ...	3	259	265	40,747	...	...	8,968	...	49,715	153 12 2	187 9 4
Total for 1906-07 ...	3	270	261	45,022	...	...	6,081	2,499	53,602	172 7 11	205 5 11
Grand Total for 1907-08 ...	4	579	631	2,57,093	...	...	24,640	19,914	3,01,647	419 6 11	492 13 3
Grand Total for 1906-07 ...	4	652	591	2,27,543	...	...	22,540	15,248	2,65,331	385 0 2	448 15 2

No. 30.

Statement showing the attendance and expenditure of the Institution, teaching Art, Industry, Agriculture, and Commerce for 1907-08.

Name of School.	Number of Institutions.	Number of pupils on the rolls on the 31st March 1908.	Average monthly number on the rolls.	Expenditure. From public funds. Provincial revenues.	From public funds. District funds.	From public funds. Municipal funds.	From private funds. Fees and fines.	From private funds. Other sources.	Total.	Average cost per pupil. Cost of public funds.	Average cost per pupil. Total cost.
1	2	3	4	5	6	7	8	9	10	11	12
Art, Industry, Agriculture, and Commerce.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. A. P.	Rs. A. P.
1. Government school of art	1	254	205	16,695	...	...	5,953	...	22,648	81 7 0	110 7 7
2. Aided school of art in Calcutta ...	1	107	70	...	...	100	1,032	3,296	4,428	1 6 10	63 4 1
3. Unaided schools of art in Calcutta	2	163	155	...	...	...	540	3,169	3,709	...	23 14 10
Total ...	4	524	430	16,695	...	100	7,525	6,465	30,785	39 0 11	71 9 7
1906-1907	4	487	426	23,191	...	100	9,869	9,338	42,498	54 10 9	199 12 2
Government Industrial School.											
1. Ranchi Industrial school	1	100	83	6,993	...	...	712	649	8,354	84 4 0	100 10 4
1906-1907	1	77	76	7,278	...	...	515	308	8,101	95 12 3	106 9 6
Board Industrial Schools.											
1. Burdwan Technical school	1	49	55	...	2,192	240	1,086	344	3,862	44 3 5	70 3 5
2. Khulna ditto	1	32	36	...	2,593	...	305	1,850	4,748	72 0 5	131 14 2
3. Technical Schools in Patna	4	53	54	...	1,479	...	...	23	1,502	27 6 2	27 13 0
4. Technical schools in Bhagalpur ...	2	33	27	...	2,493	...	...	155	2,648	92 5 3	98 1 2
Total ...	8	167	172	...	8,757	240	1,391	2,372	12,760	52 4 11	74 2 11
1906-1907 ...	7	170	148	350	7,007	240	1,851	385	9,833	51 5 4	66 7 1
Aided Industrial schools.											
Burdwan	1	49	50	...	1,098	...	579	609	2,286	21 15 4	44 11 6
Presidency	3	74	71	1,170	...	...	...	12,220	13,390	16 7 7	188 9 5
Calcutta	5	305	298	4,981	...	58	...	13,233	18,272	16 11 5	61 5 0
Bhagalpur	3	233	233	4,498	...	...	...	1,684	6,182	19 4 10	26 8 6
Orissa	3	110	100	645	1,100	...	...	1,075	2,820	17 7 2	28 3 2
Chota Nagpur	24	503	491	2,126	1,401	22	...	7,410	10,959	7 3 7	22 5 1
Total ...	39	1,274	1,243	13,420	3,599	80	579	36,231	53,909	13 12 1	43 5 11
1906-07 ...	38	917	855	4,603	2,648	124	433	28,458	36,266	8 10 0	42 6 8
Unaided Industrial schools.											
Burdwan	2	22	23	...	...	...	...	390	390	...	16 15 3
Presidency	3	54	61	...	...	...	...	1,414	1,414	...	23 2 10
Calcutta	2	87	92	...	...	...	450	2,946	3,316	...	36 0 8
Patna	1	12	10	...	...	...	...	148	148	...	14 6 4
Bhagalpur	2	226	196	...	...	...	...	4,328	4,328	...	22 1 3
Chota Nagpur	5	124	113	...	...	...	...	6,722	6,722	...	59 10 2
Total ...	15	525	495	...	...	...	450	15,948	16,398	...	33 2 0
1906-07 ...	6	111	102	...	...	...	235	1,762	1,997	...	19 9 3
Grand Total of Industrial schools for 1907-08.	54	1,799	1,738	13,420	3,599	80	1,029	15,179	70,307	9 13 7	40 7 2
Grand Total of Industrial schools for 1906-07.	52	1,275	1,181	12,231	9,655	364	8,034	30,913	56,197	18 13 5	47 9 4
Agriculture.											
The Agricultural class attached to the Civil Engineering College, Sibpur.	1	13	19	12,392	...	...	601	...	12,993	652 3 7	683 3 5
Seri-Agricultural school (Midnapore)	1	49	55	...	360	...	...	120	480	6 8 8	8 11 9
Total ...	2	62	74	12,392	360	...	601	120	13,473	172 5 2	182 1 0
Total for 1906-07 ...	2	29	25	10,097	360	...	1,155	107	11,719	418 4 6	468 12 2
Commerce.											
Government Commercial school in Calcutta.	1	138	125	23,005	...	...	2,931	...	25,936	188 13 5	207 7 9
Aided	1	65	70	600	...	...	4,263	111	4,974	8 9 1	71 0 10
Unaided Commercial schools in Calcutta	2	87	77	...	...	...	4,320	...	4,320	...	56 1 7
Total ...	4	290	202	23,605	...	...	11,514	111	35,230	...	174 6 5
1906-07 ...	2	54	47	...	...	...	2,348	50	3,428	...	74 0 0

No. 31.

Statement showing the number of Girls in Primary and Secondary schools for Indian Pupils for 1906-07 and 1907-08.

	1906-1907.		1907-1908.	
	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5
Managed by Government	8	630	9	659
Ditto District or Municipal Boards ...	1	47	1	67
Maintained by Native States	10	209	22	745
Aided by Government or by District or Municipal Boards	2,749	66,542	2,841	69,915
Unaided	490	8,339	537	9,441
Total ...	3,258	75,767	3,410	80,827
Girls in Boys' schools	.....	46,597	.....	52,390
GRAND TOTAL ...	.....	1,22,364	.....	1,33,217
Deduct Boys in Girls' schools ...	.....	2,482	.....	2,449
Net number of Girls	.....	1,19,882	.....	1,30,768

No. 32.

Statement showing the number of Girls attending different Classes of schools for Indian pupils for the last five years.

YEAR.	High English.	Middle English.	Middle Vernacular.	Upper Primary.	Lower Primary.	Total.
1	2	3	4	5	6	7
1903-04 ...	492	238	901	11,157	101,320	114,108
1904-05 ...	522	1,372	854	12,465	87,333	102,546
1905-06 ...	556	1,463	826	14,064	92,169	109,078
1906-07 ...	645	1,973	816	14,595	101,853	119,882
1907-08 ...	770	1,489	1,554	15,907	111,048	130,768

No 33.

Statement showing the attendance and expenditure of Secondary and Primary Schools for Indian Girls for 1907-1908.

Class of Schools.	Number of schools.	Number on the rolls on 31st March 1908.	Average monthly roll number.	Average daily attendence.	Expenditure. From public funds. Provincial revenues.	District funds.	Municipal funds.	Native States revenues.	From private funds. Fees.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	10	11	12
Managed by Government	9	659	626	457	Rs. 15,438	Rs. 21	Rs. ...	Rs. ...	Rs. 4,290	Rs. ...	Rs. 19,749
Ditto District or Municipal Boards.	1	67	53	53	...	...	140	...	80	284	504
Maintained by Native States.	22	745	731	522	...	...	412	2,184	23	33	2,652
Aided by Government or by District or Municipal Boards.	2,841	69,915	65,546	50,383	1,39,289	74,091	14,308	3,453	34,545	2,06,668	4,72,354
Unaided	537	9,441	8,623	7,060	...	...	...	...	1,324	6,477	7,801
Total for 1907-1908 ...	3,410	80,827	75,579	58,475	1,54,727	74,112	14,860	5,637	40,272	2,13,462	5,03,060
						2,49,336				2,53,734	
Do. 1906-1907 ...	3,258	75,767	71,151	54,605	1,49,341	70,329	13,574	3,984	45,356	1,91,615	4,74,199
						2,37,228				2,36,971	
Do. 1905-1906 ...	2,877	67,755	64,119	48,975	1,17,031	58,433	11,320	...	46,440	1,66,613	3,99,837
						1,86,784				2,13,053	
Do. 1904-1905 ...	2,563	61,432	58,477	44,338	95,906	51,784	9,318	...	33,355	1,67,743	3,57,106
						1,56,008				2,01,098	
Do. 1903-1904 ...	2,367	56,753	52,003	40,285	87,363	44,101	7,277	...	34,012	1,68,375	3,42,128
						1,39,741				2,02,387	

No. 34.

European Schools and Scholars.

	31st March 1907. Number of Schools.	Number of Scholars. Boys.	Girls.	Total.	31st March 1908. Number of Schools.	Number of Scholars. Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9
Secondary Schools — Government ...	2	177	98	275	2	184	112	296
Secondary Schools — Aided ...	40	2,761	2,653	5,414	40	2,845	2,653	5,498
Secondary Schools — Unaided ...	2	603	...	603	2	557	...	557
Total ...	44	3,541	2,751	6,292	44	3,586	2,765	,351
Primary Schools ... Aided ...	24	684	843	1,527	22	680	843	1,523
Primary Schools ... Unaided ...	1	2	5	7	1	...	5	5
Total ...	25	686	848	1,534	23	680	848	1,528
Special Schools ... Government ...	1	...	20	20	1	...	20	20
Special Schools ... Aided ...	2	31	72	103	4	151	67	218
Total ...	3	31	92	123	5	151	87	238
Government Schools	3	177	118	295	3	184	132	316
Aided „	66	3,476	3,568	7,044	66	3,676	3,563	7,239
Unaided „	3	605	5	616	3	557	5	562
Grand Total of all Schools ...	72	4,268	3,691	7,949	72	4,417	3,700	8,117

No 35.

Expenditure upon European Schools.

	1906-07.		1907-08.	
	Government expenditure.	Total expenditure.	Government expenditure.	Total expenditure.
1	2	3	4	5
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.
Training College	3,755	3,755	5,514	5,514
Commercial Schools	1,150	1,858	2,129	6,902
Government Schools (Secondary) ...	51,399	63,561	43,344	58,346
Secondary Schools	1,86,931	5,94,431	175,538	5,82,042
Primary ,, ...	32,799	80,387	35,546	76,533
Pupil Teachers	...	...	...	...
Total ...	2,76,034	7,43,992	262,071	7,29,337
INDIRECT EXPENDITURE.				
Boarding Charges	20,263	5,23,494	109,789	6,21,336
Building and furniture	1,12,786	3,77,423	61,688	1,17,648
Scholarships	7,232	7,232	10,874	10,874
Cadets	6,972	8,035	6,626	6,811
Annual Examination	2,559	4,689	3,836	3,836
Superintendence	10,952	10,952	18,107	18,107
Contingencies and miscellaneous ...	6,771	1,01,474	6,189	1,60,590
Total ...	1,67,535	10,33,299	2,17,109	9,39,202
GRAND TOTAL ...	4,43,569	17,77,291	4,79,180	16,68,539

No. 36.

European schools classified according to control.

Management.	31ST MARCH 1907.			31ST MARCH 1908.		
	Schools.	Scholars.	Percentage of the total number of schools.	Schools.	Scholars.	Percentage of the total number of schools.
1	2	3	4	5	6	7
Government	3	295	3·71	3	316	3·89
Church of England	11	1,316	16·55	11	1,398	17·22
Do. of Scotland	1	172	2·16	1	197	2·43
Roman Catholic	28	4,237	53·30	29	4,435	54·36
Nonconformist	6	524	6·59	5	499	6·15
Undenominational	22	1,223	13·40	22	1,101	13·56
Jewish	1	182	2·29	1	171	2 11
Total ...	72	7,949	100·00	72	8,117	100·00

No. 37.

High Schools and Scholarship Examination.

	1906.									1907.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates 17 years of age. Boys ...	5	26	...	1	8	5	14	53·8	7	3	6	...	1	4	...	5	83·3	3
Girls ...	8	11	...	...	...	1	1	9·0	1	4	9	...	...	5	2	7	77·8	5
Total ...	13	37	...	1	8	6	15	40·5	8	7	15	...	1	9	2	12	80·0	8
Candidates 17 years of age and upwards. Boys ...	5	36	...	...	9	7	16	44·4	...	4	10	...	1	1	2	4	40·0	...
Girls ...	7	19	...	...	2	2	4	21·1	...	2	5	...	...	2	...	2	40·0	...
Total ...	12	55	...	...	11	9	20	36·3	...	6	15	...	1	3	2	6	40·0	...
Both Classes ...	25	92	...	1	19	15	35	38·0	8	13	30	...	2	12	4	18	60·0	8

No. 38.

Middle Schools and Scholarship Examination.

	1906.									1907.								
	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.	Competing schools.	Candidates.	Absentees.	Successful Candidates. First division.	Second division.	Third division.	Total.	Percentage of passes.	Scholarships awarded.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Candidates under 15 years of age. Boys ...	9	34	...	...	...	...	...	...	8	8	28	...	...	...	...	...	...	6
Girls ...	10	16	...	...	...	...	...	...	4	12	24	2	...	...	...	...	...	6
Total ...	19	50	...	...	...	...	...	...	12	20	52	2	...	...	...	...	...	12
Candidates 15 years of age and upwards. Boys ...	6	40	2	...	7	7	14	35·0	...	11	42	4	...	6	7	13	34·2	...
Girls ...	14	35	...	...	4	11	15	42·9	...	17	38	2	1	5	6	12	33·3	...
Total ...	20	75	2	...	11	18	29	38·7	...	28	80	6	1	11	13	25	33·8	...
Both Classes ...	39	125	2	...	11	18	29	23·2	12	48	132	8	1	11	13	25	...	12

No. 39.

Primary Scholarship Examination

	1906.				1907.			
	Competing candidates.	Candidates.	Absentees.	Scholarships gained.	Competing schools.	Candidates.	Absentees.	Scholarships gained.
1	2	3	4	5	6	7	8	9
Candidates under 12 Years of age Boys	11	48	5	9	13	45	3	10
Girls	16	37	3	11	19	53	4	10
Total	27	85	8	20	32	98	7	20

No. 40.

Muhammadan.

Class of Institution.	Total number of pupils.		Number of Muhammadan pupils.		Percentage of Muhammadan pupils.	
	1906-07.	1907-08.	1906-07.	1907-08.	1906-07.	1907-08.
1	2	3	4	5	6	7
Public Instruction.						
Arts Colleges	5,190	5,493	341	309	6·6	5·6
Professional Colleges ...	2,063	2,006	79	55	3·8	2·7
High schools	81,794	82,011	7,203	7,609	8·8	9·2
Middle English Schools ...	50,097	51,076	4,399	4,694	8·8	9·1
Do. Vernacular Schools ...	25,067	25,962	2,527	2,823	10·1	10·8
Upper Primary Schools ...	1,49,004	161,474	15,645	17,429	13·9	10·7
Lower „ „ ...	8,78,373	900,450	1,27,135	120,661	...	13·4
Training Schools	2,066	3,490	137	379	6·6	10.8
Technical and other Schools ...	19,848	54,871	8,318	38,797	41·9	10·7
Madrassas	1,512	1,713	1,509	1,696	99·8	99·007
Total ...	12,15,014	12,88,546	1,67,293	194,452	13·8	15·9
Private Institutions.						
Advanced	16,393	14,202	8,325	6,627	50·8	46·6
Elementary Teaching Vernacular.	24,639	22,248	2,330	2,403	9·4	10·8
Teaching the Koran only ...	5,726	5,479	5,723	5,473	99·9	99·8
Other Schools not conforming to Departmental Standard.	7,266	7,720	684	770	9·4	9·9
Total ...	54,024	49,649	17,062	15,273	31·6	30·7
Grand Total ...	12,69,038	13,38,195	1,84,355	209,725	14·5	15·6

No. 41.

(Muhammadan Education.)

Statement showing the results of the Central Examination of Madrassah during 1907-08.

	1906-07.					1907-08.				
	Number of candidates.	Passed in the—				Number of candidates.	Passed in the—			
		First Division.	Second Division.	Third Division.	Total.		First Division.	Second Division.	Third Division.	Total.
1	2	3	4	5	6	7	8	9	10	11
Calcutta ...	82	30	16	12	58	82	39	19	16	74
Hooghly ...	35	10	4	3	17	34	5	4	7	16
Sasaram ...	6	...	4	1	5	5	...	3	2	5
Total ...	123	40	24	16	80	121	44	26	25	95

No. 42.

Statement showing the success attained by Muhammadan candidates at the different University and Departmental Examinations for 1907-08.

Examination.	Number of Successful Candidates.				Percentage of Muhammadans.			
	Muhammadans.		Total.		Among successful candidates.		Under instruction.	
	1906-07.	1907-08.	1906-07.	1907-08.	1906-07.	1907-08.	1906-07.	1907-08.
1	2	3	4	5	6	7	8	9
M. A.	5	5	88	92	5·7	5·4		
B. A.	11	29	354	563	3·1	5·1	6·6	5·6
F. A.	54	8	769	671	7·0	1·1		
Entrance	124	163	2,000	2,292	6·2	8·1	8·8	9·4
Middle Scholarships	771	774	8,174	4,656	9·4	16·6	9·2	9·5
Upper Primary	1,381	1,473	14,268	10,015	9·7	14·7	13·9	13·0
Lower Primary	5,079	5,077	40,536	34,964	12·5	14·5		
Total	7,425	7,529	66,189	53,253	11·2	14·1	13·2	15·0

No. 43.

Statement showing the progress in education made by pupils of aboriginal and backward races, and of the indigent classes of differeat creeds and castes in the Province of Bengal for 1907-08.

No.	Caste and Creed of the Pupils of Indigent Class.	Total number of such pupils (on the 31st March 1908) attending institutions.			Who passed in 1907-1908 at the—													
					Entrance Examination.		Standard VI or Middle Standard.		Standard IV or Upper Primary Standard.		Standard II or Lower Primary Standard.		Total.					
		Public.	Private.	Total.	Number passed.	Number gained scholarships.	Number passed.		Number gained scholarships.		Number passed.		Number gained scholarships.		Number passed.		Number of scholarships gained.	
							Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
1	2	3	4	5	6	7	8		9		10		11		12		13		14	
1	Hindu (*bona fide* low classes)	40,932	747	41,673	...	...	82	...	2	...	174	...	3	...	996	77	18	3	23	3
2	Muhamadans (*bona fide* indigent classes).	24,126	1,885	26,011	...	...	29	...	5	...	62	...	...	...	411	14	18	1	23	1
3	Native Christians (non-aboriginal) *bona fide* indigent classes).	2,855	23	2,878	...	...	22	15	...	1	47	41	...	2	134	34	1	3	1	6
4	Native Christians (aboriginal)	9,686	525	10,211	...	...	69	12	2	...	194	35	3	...	278	121	6	6	11	6
5	Aboriginal (non-Christians)	40,673	336	41,009	1	...	41	...	2	...	156	...	3	...	735	2	44	...	49	...

No. 44.

(PHYSICAL TRAINING.)

Statement showing the names of High Schools, Division by Division, in which Drill was not systematically practised during 1907-08.

BURDWAN DIVISION.

District.	Name of Schools.	Government aided or unaided.
Burdwan ...	Kalna Raj	Unaided.
Bankura ...	Indus	Do.
Hooghly ...	Boinchi B. L. ...	Do.
	Chandernagore Garbati ..	Do.
	Garalgacha	Do.
	K. M. Sahah's Institution ...	Do.

PRESIDENCY DIVISION.

Nadia ...	Santipur Oriental Academy ...	Unaided.
Jessore ...	Baghutia	Do.
	Jessore Saunmilani	Do.
	Sadhuhati	Do.
	Gangarampur	Do.
Khulna ...	Ajogora	Do.
	Khalishkhali Magura	Do.
	Khalishpur	Do.
	Senhati	Do.
	Rangdia	Do.

CALCUTTA.

Calcutta ...	American Methodist Institution ...	Unaided.
	Atheneum Institution	Do.
	Bangabashi Collegiate School ...	Do.
	Calcutta Academy	Do.
	Calcutta High School	Do.
	Cotton Institution	Do.
	Kalighat High School	Do.
	Khelat Chandra Calcutta Institution	Do.
	Kumar Radha Prasad Institution ...	Do.
	L. M. S. Institution, Bhawanipur ...	Do
	Mahammad Laik's Jubilee Institution	Do.
	Metropolitan Institution, Bowbazar Branch	Do.
	Mittra Institution	Do
	New Indian School	Do
	Ripon Collegiate School ...	Do
	Sil's Free School	Do
	Syambazar Vidyasagar School ...	Do.
	St. Mary's School	Do.
	Srikrisna Pathsala	Do.
	Vidyasagar Institution... ...	Do.
	Victoria Memorial Institution ...	Do.

PATNA DIVISION.

Patna ...	Aryan Anglo-Sanskrit, Dinapore ...	Unaided.
	Diamond Jubilee School, Patna ...	Do.

BHAGALPUR DIVISION.

Nil.

ORISSA DIVISION.

Nil.

ORISSA TRIBUTARY STATES.

Nil.

CHOTA NAGPUR DIVISION.

Nil.

Subsidiary Table I.

Return of Schools aided from the Grant-in-aid Allotment, the Circle Grant, and the Government Estates Grant in Bengal during the year 1907-1908.

Class of Schools.	Number of schools.	Number of scholars.	Received from— Provincial revenues.	District funds.	Municipal funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8	9	10
A.—Grant-in-aid Schools (Departmental).			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
For Boys ... ... High English	173	28,345	99,691	200	3,760	3,87,328	92,412	44,965	6,28,356
Middle ,, ...	85	8,185	26,120	396	4,685	47,829	28,400	6,429	1,13,859
,, Vernacular	51	2,333	6,341	.....	1,301	10,069	6,639	3,471	27,821
Upper Primary	185	7,536	52,879	193	222	3,192	3,502	760	60,548
Lower ,, ...	204	6,189	15,758	.....	405	1,229	4,818	789	22,999
Total ...	678	52,588	2,00,789	789	10,373	4,49,647	1,35,871	56,414	8,53,583
For Girls ... ... High English	6	557	26,474	.....	405	14,045	8,321	2,848	52,093
Middle ,, ...	16	1,325	18,747	.....	324	6,163	42,472	3,733	71,439
,, Vernacular	35	1,288	18,710	.....	711	1,301	9,535	6,069	36,326
Upper Primary	99	6,994	30,934	103	2,842	5,930	22,393	21,995	90,897
Lower ,, ...	216	8,637	40,494	104	2,392	1,992	30,505	25,445	1,00,932
Total ...	352	18,801	1,35,359	207	6,674	29,431	1,20,226	59,790	3,51,687
Special Schools.									
Training Schools ... For Masters	201	2,708	2,86,460	218	.....	5,721	1,679	13,435	3,07,513
,, Mistresses	18	318	24,249	65	.....	681	11,347	4,966	41,308
Other special schools	494	12,795	42,065	3,688	4,783	18,970	25,744	30,883	1,26,133
Total for special schools ...	713	15,821	3,52,774	3,971	4,783	25,372	38,770	48,284	4,74,954
Grand Total for 1907-1908 ...	1,743	87,210	6,88,932	4,967	21,830	5,04,450	2,94,867	1,65,488	16,80,224
Ditto for 1906-1907 ...	1,312	14,187	4,24,420	2,105	19,563	4,81,146	2,59,767	1,50,175	13,37,176
B.—Circle Schools (Departmental).									
For boys ... ... Middle vernacular	45	2,191	8,959	...	...	4,144	330	6	13,439
Upper primary	46	1,737	5,529	155	...	2,625	421	28	8,758
Lower ,, ...	2	85	245	...	...	30	...	...	275
Total ...	93	4,013	14,733	155	...	6,799	751	34	22,472
For girls ... ... Middle vernacular	...	...	...	...	...	...	...	...	...
Upper primary	...	...	...	...	...	...	...	...	...
Lower ,, ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Grand Total of Circle Schools for 1907-1908	94	4,013	14,733	155	...	6,799	751	34	22,472
Ditto ditto for 1906-1907	94	4,115	14,024	184	...	6,510	447	384	21,549
C.—Government Estates Schools.									
For boys ... ... Middle vernacular	1	76	377	...	...	58	...	...	435
Upper primary	242	11,276	17,981	3,538	1,508	15,115	2,364	798	41,304
Lower ,, ...	1,881	49,775	42,957	14,529	3,263	73,398	3,255	4,752	1,42,154
Total ...	2,124	61,127	61,315	18,067	4,771	88,571	5,619	5,550	1,83,893
For girls ... ... Middle vernacular	...	...	...	...	...	...	...	...	...
Upper primary	15	367	1,197	750	...	...	17	5	1,969
Lower ,, ...	143	3,497	5,061	1,827	1,091	313	1,329	140	12,761
Total ...	158	3,864	6,258	2,577	1,091	313	1,346	145	14,730
Special schools	14	382	907	72	352	278	128	4	1,741
Grand Total of Government Estates Schools for 1907-1908.	2,296	65,373	68,480	20,716	6,214	89,162	7,093	5,699	1,97,364
Ditto for 1906-1907 ...	2,272	64,139	70,070	22,306	7,011	80,660	6,518	10,912	1,97,477

Subsidiary Table II(*a*).

Return of Expenditure from Provincial Revenues (including the amount, if any, sanctioned from the Imperial grant, and the one per cent. grant for Primary Education in Government Estates) allotted for Primary Education in Non-Board Districts or Areas in the Province of Bengal during the year 1907-1908.

Schools aided under the Grant-in-aid Rules and the Circle Fund Schools are to be excluded.

A.—PRIMARY SCHOOLS.

Class of Schools.	Number of schools.	Number of pupils on 31st March.	Amount paid in— Subsistence allowance.	Amount paid in— Payments made at the close of the year on the general condition of the schools.	Total.
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For Boys ... Upper primary	367	17,893	27,175	3,944	31,119
For Boys ... Lower ,, ...	2,263	63,357	67,892	8,840	76,732
For Gir ... Upper primary	16	706	2,001	121	2,122
For Gir ... Lower ,, ...	285	6,970	9,948	1,739	11,687
Total for 1907-1908 ...	2,931	88,926	1,07,016	14,644	1,21,660
Total for 1906-1907 ...	2,852	86,889	1,07,983	10,365	1,18,348

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1907-08.	1906-07.
	Rs.	Rs.
Total payments made to Primary schools	1,21,660	1,18,348
Payments to Primary schools under the District Board or Department or such as are not included in the above table.	9,252	11,335
Charges for abolished schools	2,404	1,613
Buildings and furniture	13,878	12,075
Subordinate inspecting agency	7,846	8,602
Scholarships	2,880	2,941
Miscellaneous	18,474	13,612
Total Payments ...	1,76,394	1,68,526
Add 80 per cent. of the actual charges on account of Sub-Inspectors.	2,37,300	1,51,989
Grand Total ...	4,13,694	3,20,515
Total allotment for primary education under the Department (see details below.)	1,79,330	1,78,320

Details of "Miscellaneous."	1907-08.	1906-07.
	Rs.	Rs.
Contributions to schools other than Primary schools.	12,271	9,322
Amount spent on prize books for Primary school pupils.	2,115	1,863
Commission for money-order	1,102	1,017
Examination charges	17	15
Stipends held in Training and Technical Schools and in Professional Colleges.	...	...
Contingencies	2,969	1,895
Total ...	18,474	14,112

Details of different Funds.	Allotment for 1907-1908.	Expenditure.	Savings.	Excess.
	Rs.	Rs.	Rs.	Rs.
Allotment for primary education in non-Board districts, Municipalities and Cantonments, originally made by the Director of Public Instruction.	1,15,852	1,13,925	1,952	25
The amount sanctioned from the Imperial grant and placed at the disposal of the District Officer.	18,318	17,736	582	...
Additional allotments, if any, made subsequently under separate orders.	2,920	2,464	456	...
Sonthal Education fund	9,200	9,200	...	...
One per cent. grant	33,358	33,069	289	...
Total ...	1,79,648	1,76,394	3,279	25
Net savings or excess ...			3,254	

Return of expenditure from District Funds (including the amount, if any, sanctioned from the Imperial grant) allotted for Primary Education under the control of the District Boards in the Province of Bengal, during the year 1907-1908.

[SCHOOLS AIDED UNDER THE GRANT-IN-AID RULES ARE TO BE EXCLUDED.]

B.—PRIMARY SCHOOLS.

CLASS OF SCHOOLS.	Number of schools.	Number of pupils on 31st March.	AMOUNT PAID IN—		TOTAL.
			Subsistence allowance.	Payment made at the close of the year on the general condition of the schools.	
1	2	3	4	5	6
			Rs.	Rs.	Rs.
For boys ... { Upper primary	2,141	98,999	1,16,571	24,528	1,41,099
{ Lower ,, ...	20,403	580,403	3,57,705	1,03,349	4,61,054
For girls ... { Upper primary	79	1,846	5,262	402	5,664
{ Lower ,, ...	2,014	38,135	60,764	7,219	67,983
Total for 1907-1908	24,637	719,383	5,40,302	1,35,498	6,75,800
Total for 1906-1907	25,121	715,007	5,27,331	1,63,571	6,90,902

SUMMARY OF PAYMENTS FOR PRIMARY EDUCATION.

	1907-08.	1906-07.
	Rs.	Rs.
Total payments made to Primary schools	6,75,800	6,90,468
Payments to Primary schools under the Disirict Board or the Department or such as are not included in the above table	3,095	3,747
Charges for abolished schools	22,584	18,296
Buildings and furniture	6,416	9,073
Subordinate inspecting agency	85,706	82,703
Scholarships	30,454	31,624
Miscellaneous	67,464	38,912
Total payments	8,91,519	8,74,823
Add 80 per cent., of the actual charges on account of Sub-Inspectors	1,780	10,885
GRAND TOTAL	8,93,299	8,85,708
Total allotment for primary education under the District Board (see details below)	9,35,014	9,46,050

DETAILS OF "MISCELLANEOUS."	1907-08.	1906-07.
	Rs.	Rs.
Contributions to schools other than Primary schools	22,940	4,000
Amount spent on prize books for Primary schools pupils	10,220	9,204
Commission for money-orders	8,991	7,873
Examination charges	534	520
Stipends held in Training and Technical schools and in Professional Colleges ...	8,172	6,597
Contingencies	16,607	10,718
Total	67,464	38,912

Budget Heads of Expenditure.	Allotment for 1907-08.	Expenditure.	Savings.	Excess.
1	2	3	4	5
	Rs.	Rs.	Rs.	Rs.
I. Inspection—				
(1) Salaries and travelling allowances of Sub-Inspectors, including wages of servants; office expenses, including purchase and repair of furniture, and miscellaneous charges.	948	890	58	.....
(2) Subordinate inspecting agencies	90,314	86,803	3,640	129
IV. Grants for Primary schools aided under other rules, &c., for stipends to boys' and girls' schools, including prizes, stipends to gurus, under instruction in training schools, scholarships, lower primary and others, and cost of Examination conducted for selection of candidates for lower primary scholarship and miscellaneous charges—	.....	.....	.....	.....
(a) Grant actually made from District Fund	5,95,234	5,85,731	10,273	770
(b) Amount of the Imperial grant	2,40,779	2,15,297	25,482	.....
V. Contingencies for Primary education	7,739	4,745	3,119	125
Total	9,35,014	8,93,466	42,572	1,024
Net savings ...			41,548	.....

Education—Subsidiary Table VIII.

Summary for the whole Province.

Statement showing the state of Education and the Expenditure incurred on it during the year 1907-1908.

Class of Schools for both Boys and Girls and other heads of charges.	Number of schools for boys and girls on the 31st March 1906.	Number of pupils on the rolls on the 31st March 1906.		Expenditure from—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	Remarks.
				Provincial revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2	3a	3b	4	5	6	7	8	9	10	11	12
		Boys.	Girls.									
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
High ... ... Government ...	44	11,294	199	2,21,029	400	2,484	2,36,967	16,996	4,77,876	41·5	1,882	
Aided	197	31,356	518	1,10,241	2,328	6,810	4,40,906	1,58,039	7,18,324	22·5	2,948	
Unaided	157	35,956	53	.....	.....	.....	5,49,628	1,72,972	7,22,600	20·06	2,747	
Total ...	398	78,606	770	3,31,270	2,728	9,294	12,27,501	3,48,007	19,18,800	24·17	7,577	
Middle English ... Government ...	59	5,121	26	8,191	14,981	673	14,888	29,560	68,293	11·3	513	
Aided	505	33,989	1,407	47,251	83,530	6,824	1,98,161	1,73,993	5,09,759	14·4	3,515	
Unaided	112	6,761	56	.....	.....	.....	27,457	38,660	66,117	9·6	656	
Total ...	676	45,871	1,489	55,442	98,511	7,497	2,40,506	2,42,213	6,44,169	13·6	4,684	
Middle Vernacular ... Government ...	127	8,280	44	8,127	39,511	2,562	17,780	4,110	72,090	8·6	914	
Aided	256	13,518	1,493	21,318	21,555	2,533	48,710	50,634	1,44,750	9·6	1,631	
Unaided	40	2,610	17	.....	.....	.....	6,457	10,429	16,896	6·4	278	
Total ...	423	24,408	1,554	29,445	61,066	5,095	72,947	65,183	2,33,736	9·04	2,823	
Upper Primary ... Aided	3,217	1,40,497	15,420	1,10,754	1,74,605	21,360	2,24,182	1,40,643	6,71,544	4·3	16,980	
Unaided	85	3,690	487	.....	.....	.....	5,085	8,161	13,246	3·1	449	
Total ...	3,302	1,44,187	15,907	1,10,754	1,74,605	21,360	2,29,267	1,48,804	6,84,790	4·3	17,429	
Lower Primary ... Aided	26,809	6,58,712	94,290	1,50,460	5,31,003	54,306	10,26,567	3,61,322	21,23,658	2·8	1,00,801	
Unaided	7,210	1,30,542	16,758	.....	.....	.....	2,25,637	54,447	2,80,084	1·2	19,860	
Total ...	34,019	7,89,254	1,11,048	1,50,460	5,31,003	54,306	12,52,204	4,15,669	24,03,642	2·6	120,661	
Special ... ... Training	231	3,103	367	2,12,595	1,228	.....	6,771	29,230	2,49,824	71·7	379	
Industrial	64	1,278	809	20,413	12,356	320	3,132	55,813	92,034	44·09	197	
Other	2,193	47,965	6,276	3,15,496	22,791	9,161	1,23,918	1,48,815	6,20,181	11·4	40,291	
Total ...	2,459	52,384	7,452	5,71,509	36,375	9,481	1,33,752	2,33,858	9,87,975	16·5	40,872	
Total for Public Institutions ...	41,307	11,34,710	1,38,220	12,48,880	9,04,288	1,07,033	31,59,177	14,53,734	68,73,122	5·3	194,045	
Private Institutions	4,271	46,217	3,432	.....	.....	.....	...	...	...	...	15,273	
Inspections	.....	...	...	5,51,712	87,837	2,966	...	13,041	6,55,556	...	.....	
Miscellaneous charges (including cost of buildings, scholarships, &c).	.....	...	...	4,74,448	1,25,319	17,426	2,00,046	3,87,276	12,04,515	...	.....	
Grand Total for 1907-1908 ...	45,578	11,80,927	1,41,652	23,75,040	11,17,444	1,27,425	33,59,223	18,54,051	87,33,183	7·3	2,09,318	
Grand Total for 1906-1907 ...	44,420	1,29,770	1,24,066	18,25,999	10,92,010	1,17,092	31,33,908	16,04,997	77,74,006	6·0	1,83,895	

BURDWAN DIVISION.

Male population 4,116,952
Female ditto 4,123,124

Total ... 8,240,076

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901 is 617,543.)

High ... ... Government ...	7	1,937	...	30,005	400	1,796	44,815	1,540	78,557	40·5	221	...
Aided	76	11,997	3	26,075	934	3,987	1,67,612	48,324	2,46,932	20·5	553	...
Unaided	42	7,549	...	...	...	...	80,769	50,090	1,30,859	17·3	273	...
Total ...	125	21,483	3	56,081	1,334	5,783	2,93,196	99,954	4,56,348	21·2	1,047	...
Middle English ... Government ...	13	1,103	10	...	5,004	606	6,897	564	13,071	10·7	89	...
Aided	208	13,810	90	5,898	36,120	1,783	82,917	45,985	1,72,513	12·4	805	...
Unaided	61	3,465	47	...	...	...	13,616	18,139	31,755	9·0	222	...
Total ...	282	18,378	147	5,898	41,124	2,389	1,03,430	64,588	2,17,339	11·7	1,116	...
Middle Vernacular... Government ...	18	1,282	...	...	5,092	...	5,443	403	10,938	8·5	96	...
Aided	87	4,928	134	4,518	7,867	1,032	19,943	17,091	50,451	9·9	283	...
Unaided	21	1,357	11	...	...	...	5,346	3,837	9,183	6·7	102	...
Total ...	126	7,567	145	4,518	12'959	1,032	30,732	21,331	70,572	9·1	481	...
Upper Primary ... Aided	1,117	44,490	4,706	16,128	41,200	5,103	83,493	27,949	1,73,873	3·5	3,920	...
Unaided	22	796	71	...	...	...	1,454	1,652	3,106	3·5	32	...
Total ...	1,139	45,286	4,777	16,128	41,200	5,103	84,947	29,601	1,76,979	3·5	3,952	...
Lower Primary ... Aided	6,868	172,540	21,885	14,171	97,606	9,303	3,24,502	62,628	5,08,210	2·6	18,164	...
Unaided	1,425	27,868	3,490	...	...	...	50,076	9,421	59,497	1·8	3,399	...
Total ...	8,293	200,408	25,375	14,171	97,606	9,303	3,74,578	72,049	5,67,707	2·5	21,563	...
Special ... ... Training	37	590	61	35,627	...	...	1,261	2,082	38,970	59·8	65	...
Industrial ...	4	120	...	...	3,290	240	1,665	1,343	6,538	54·4	1	...
Other	421	8,231	357	5,585	3,444	1,621	11,562	33,529	55,741	6·4	6,632	...
Total ...	462	8,941	418	41,212	6,734	1,861	14,488	36,954	1,01,249	10·8	6,698	...
Total for Public Institutions ...	10,427	302,063	30,865	1,37,918	2,00,957	25,471	9,01,371	3,24,477	15,90,194	4·7	34,857	...
Private Institutions	273	2,790	254	...	...	...	...	...	...	...	1,275	...
Inspection	...	...	...	1,35,436	13,482	709	...	...	1,49,627	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	52,381	22,323	2,240	39,530	60,214	1,76,688	...	...	...
Grand Total for 1907-1908 ...	10,700	304,853	31,119	3,25,735	2,36,762	28,420	9,40,901	3,84,691	19,16,509	...	36,132	49·3
Grand Total for 1906-1907 ...	10,472	297,855	30,102	2,62,190	2,30,424	27,157	8,98,031	3,48,056	17,55,858	...	33,856	48·2

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Statement showing the state of Education and the Expenditure incurred on it during the year 1907-1908—continued.

PRESIDENCY DIVISION.

Male population 4,141,433
Female ditto 4,003,894

Total ... 8,145,332

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 621,215.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1908.	Number of pupils on the rolls on the 31st March 1908.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
				Provincial revenues.	District Boards' funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2	3(a) Boys.	3(b) Girls.	4	5	6	7	8	9	10	11	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	8	2,036	..	34,647	...	688	32,408	533	68,276	33·5	360	...
Aided	72	12,095	...	30,187	315	795	1,59,896	32,972	2,24,165	18 5	1,379	...
Unaided	44	6,986	...	...	...	...	83,462	31,478	1,14,940	16·4	771	...
Total ...	124	21,117	...	64,834	315	1,483	2,75,766	64,983	4,07,381	19·2	2,510	...
Middle English ... Government ...	1	59	...	...	488	...	290	97	875	14.8	17	...
Aided	159	10,862	132	8,676	26,241	904	65,892	43,708	1,45,421	13·2	1,855	...
Unaided	25	1,622	5	...	...	...	7,035	7,142	14,177	8·7	289	...
Total ...	185	12,543	137	8,676	26,729	904	73,217	50,947	1,60,473	12·8	2,161	...
Middle Vernacular ... Government ...	6	362	2	...	2,130	...	1,498	303	3,931	10·7	99	...
Aided	119	6,287	267	7,988	9,993	224	19,998	13,708	51,911	7·9	1,223	...
Unaided	6	431	...	...	...	...	759	2,004	2,763	6·4	138	...
Total ...	131	7,080	269	7,988	12,123	224	22,255	16,015	58,605	7·9	1,459	...
Upper Primary ... Aided	629	29,501	1,627	18,016	25,956	3,075	48,698	14,609	1,10,354	3·5	9,512	...
Unaided	14	759	15	...	...	...	1,577	852	2,429	3·1	283	..
Total ...	643	30,260	1,642	18,016	25,956	3,075	50,275	15,461	1,12,783	3·5	9,795	...
Lower Primary ... Aided	4,562	136,894	21,135	33,262	1,01,505	14,540	1,71,046	51,230	3,71,583	2·3	55,907	...
Unaided	828	21,003	3,579	...	...	...	23,847	5,744	29,591	1·2	9,818	...
Total ...	5,390	157,897	24,714	33,262	1,01,505	14,540	1,94,893	56,974	4,01,174	2·2	65,725	...
Special ... ... Training	48	564	101	36,094	...	...	2,232	12,681	51,007	76·7	185	...
Industrial ...	7	125	35	1,170	2,593	...	305	15,484	19,552	122·2	5	...
Other	462	10,467	753	34,231	18	1,214	25,568	22,286	83,317	7·4	8,954	...
Total ...	517	11,156	889	71,495	2,611	1,214	28,105	50,451	1,53,876	12·7	9,144	...
Total for Public Institutions	6,990	2,40,053	27,651	2,04,271	1,69,239	21,440	6,44,511	2,54,831	12,94,292	4·8	90,794	...
Private Institutions	28	455	162	...	...	...	...	...	...	...	381	...
Inspection	...	...	...	98,875	10,703	...	...	...	1,09,578	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	90,878	14,069	1,235	41,577	84,765	2,32,524	...	...	...
GRAND TOTAL FOR 1907-1908	7,018	2,40,508	27,813	3,94,024	1,94,011	22,675	6,86,088	3,39,596	16,36,394	6·09	91,175	38·7
GRAND TOTAL FOR 1906-1907	6,381	219,824	24,291	3,11,520	1,97,128	22,302	6,50,678	2,66,470	14,48,098	5·9	74,469	35·3

CALCUTTA.

Male population 562,596
Female ditto 285,200

Total ... 847,796

Muhammadan population 249,939
Ditto pupils of school-going age 37,490

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 84,389.
Ditto girls ditto ditto ditto 42,780.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	5	1,485	199	48,932	...	...	51,767	180	1,00,879	59·9	385	...
Aided	7	841	372	23,680	...	203	25,397	13,376	62,656	51·7	87	...
Unaided	41	13,928	53	...	...	...	2,82,546	44,453	3,26,999	23·4	543	...
Total ...	53	16,254	624	72,612	...	203	3,59,710	58,009	4,90,534	29·0	1,015	...
Middle English ... Government ...	3	350	...	6,884	...	...	1,881	449	9,214	26·3	258	...
Aided	21	1,738	1,029	19,673	...	1,952	20,967	44,328	86,920	31·4	67	...
Unaided	1	311	...	...	...	...	3,291	...	3,291	10·6	2	...
Total ...	25	2,399	1,029	26,557	...	1,952	26,139	44,777	99,425	29·0	327	...
Middle Vernacular Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	6	379	521	2,204	...	823	3,639	2,152	8,823	9·8	15	...
Unaided	1	63	...	...	...	...	...	540	540	8·6	...	...
Total ...	7	442	521	2,204	...	823	3,639	2,692	9,363	9·8	15	...
Upper Primary ... Aided	55	2,340	3,294	13,424	...	3,003	15,155	30,786	62,368	11·0	143	...
Unaided	4	...	331	...	...	...	240	...	240	·72	...	...
Total ...	59	2,340	3,625	13,424	...	3,003	15,395	30,786	62,608	10·5	143	...
Lower Primary ... Aided	218	8,318	2,506	13,428	...	9,067	29,300	22,868	74,663	6 9	2,714	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	218	8,318	2,506	13,428	...	9,067	29,300	22,868	74,663	6·9	2,714	...
Special ... ... Training	8	97	81	29,018	...	...	239	5,631	34,888	196	10	...
Industrial	7	369	83	4,981	...	58	450	16,179	21,668	55·3	160	...
Other	86	3,937	200	1,35,635	...	2,849	42,446	24,184	2,05,114	...	2,052	...
Total ...	101	4,343	365	1,69,634	...	2,907	43,135	45,994	2,61,670	40·2	2,222	*
Total for Public Institutions	463	34,096	8,670	2,97,859	...	17,960	4,77,318	2,05,126	9,98,263	21·5	6,428	8·5
Private Institutions	122	3,559	1,120	...	...	...	...	...	...	...	1,569	...
Inspection	...	...	...	13,512	...	...	...	...	13,512	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	89,563	140	4,702	75,202	41,705	2,11,312	...	...	...
GRAND TOTAL FOR 1907-08 ...	585	37,655	9,790	4,00,934	140	22,662	5,52,520	2,47,831	12,23,087	24·0	7,997	44·
GRAND TOTAL FOR 1906-07 ...	559	36,197	9,121	3,25,653	...	18,878	5,20,393	2,46,248	11,23,397	24 7	7,609	42·9

* Including Calcutta School of Arts.

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Statement showing the state of Education and the expenditure incurred on it during the year 1907-1908.

PATNA DIVISION.

Male population 7,468,314
Female ditto 8,046,673

Total ... 15,514,987

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 1,120,247.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGE.	Number of schools for boys and girls on the 31st March 1908.	Number of pupils on the rolls on the 31st March 1908.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		3(*a*) Boys.	3(*b*) Girls.	Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2			4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... { Government ...	8	2,008	...	41,941	...	...	42,639	4,117	88,697	44·2	524	...
Aided	13	2,060	62	8,159	...	901	33,491	10,121	52,972	25	570	...
Unaided	22	5,441	...	...	...	...	75,528	30,386	1,05,914	19·5	844	...
Total ...	43	9,509	62	50,400	...	901	1,51,658	44,624	2,47,583	25·9	1,938	...
MIDDLE ENGLISH ... { Government ...	4	351	...	...	1,064	67	1,567	1,253	3,951	11·3	37	...
Aided	32	1,850	106	3,209	6,765	741	7,934	12,338	30,987	15·8	202	...
Unaided	11	543	2	...	...	...	1,798	5,189	6,982	12·8	66	...
Total ...	47	2,744	108	3,209	7,829	808	11,294	18,780	41,920	14·7	305	...
Middle Vernacular ... { Government ...	38	2,278	...	1,590	13,755	817	4,759	1,148	22,069	9·7	284	...
Aided	2	94	...	...	222	275	126	84	707	7·5	...	...
Unaided	9	637	...	...	...	...	186	3,309	3,495	5·5	38	...
Total ...	49	3,009	...	1,590	13,977	1,092	5,071	4,541	26,271	8·7	322	...
Upper Primary ... { Aided	350	15,560	637	12,919	31,108	5,111	17,204	12,618	78,960	4·9	939	...
Unaided	11	448	22	...	...	...	387	943	1,330	2·8	60	...
Total ...	361	16,008	659	12,919	31,108	5,111	17,591	13,561	80,290	4·8	999	...
Lower Primary ... { Aided	5,637	146,797	20,913	8,049	1,77,080	10,253	1,33,021	76,267	4,09,670	2·4	10,250	...
Unaided	1,061	21,668	3,812	...	...	...	14,266	8,332	22,598	·9	2,730	...
Total ...	6,698	168,465	24,725	8,049	177,080	10,253	1,52,287	84,599	4,32,268	2·5	12,980	...
Special ... ... { Training	49	735	3	40,338	644	...	1,413	61	42,456	57·5	53	...
Industrial	5	65	...	...	1,479	...	...	171	1,650	25·4	1	...
Other	914	18,755	4,417	78,202	17,451	2,923	24,221	39,813	1,62,610	7	18,318	...
Total ...	968	19,555	4,420	1,18,540	19,574	2,923	25,634	40,045	2,06,716	8·6	18,372	...
Total for Public Institutions	8,166	2,19,290	29,974	1,94,707	2,49,568	21,088	3,63,535	2,06,150	10,35,048	4·2	34,916	...
Private Institutions	2,239	25,446	1,107	...	...	...	...	...	...	...	8,413	...
Inspection	...	...	...	90,325	29,013	1,411	...	307	1,21,056	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	80,007	49,620	3,364	6,398	47,574	1,86,963	...	...	...
GRAND TOTAL FOR 1907-1908 ...	10,405	244,736	31,081	3,65,039	3,28,201	25,863	3,69,933	2,54,031	13,43,059	4·8	43,329	21·8
GRAND TOTAL FOR 1906-1907 ...	9,899	229,839	22,094	2,69,221	2,97,285	24,981	3,29,615	2,03,052	1,12,415	4·4	37,991	20·5

BHAGALPUR DIVISION.

Male population 4,026,946
Female ditto 4,064,459

Total 8,091,405

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 604,042.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... { Government ...	5	1,158	...	28,295	...	...	24,205	1 516	54,016	46·6	192	...
Aided	13	1,491	...	9,755	...	300	26,654	21,592	58,301	36·6	206	...
Unaided	4	990	...	...	...	...	15,044	4,309	19,353	19·5	258	...
Total ...	22	3,739	...	38,050	...	300	65,903	27,417	131,670	35·2	656	...
Middle English ... { Government ...	5	404	4	...	2,373	...	1,123	1,156	4,651	11·3	21	...
Aided	23	1,540	14	4,156	2,178	1,141	7,313	6,537	21,325	13·7	192	...
Unaided	7	395	...	...	...	...	1,301	4,762	6,063	15·3	56	...
Total ...	35	2,339	18	4,156	4,551	1,141	9,736	12,455	32,039	13·5	269	...
Middle Vernacular ... { Government ...	18	966	9	1,245	4,614	120	2,313	64	8,356	8·5	288	...
Aided	15	602	285	4,748	390	120	1,822	10,871	17,951	31·5	31	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	33	1,568	294	5,993	5,004	240	4,135	10,935	26,307	19·4	319	...
Upper Primary ... { Aided	340	13,832	831	22,107	17,301	2,543	25,659	15,552	83,162	5·6	1,567	...
Unaided	5	218	...	...	...	...	216	777	993	4·5	7	...
Total ...	345	14,050	831	22,107	17,301	2,543	25,875	16,329	84,155	5·6	1,577	...
Lower Primary ... { Aided	2,661	54,437	8,000	33,232	51,601	4,943	1,03,133	49,993	2,42,902	3·8	7,589	...
Unaided	722	12,360	1,713	...	...	...	16,389	9,696	26,058	1·8	2,508	...
Total ...	3,383	66,797	9,713	33,232	51,601	4,943	1,19,522	59,689	2,68,957	3·5	10,097	...
Special ... ... { Training	38	480	43	21,800	...	...	984	7,857	30,641	60·9	46	...
Industrial	7	52	440	4,498	2,493	...	...	6,167	13,158	24·2	5	...
Other	176	3,664	415	4,402	...	259	12,339	11,629	28,629	6·9	3,358	...
Total ...	221	4,196	898	30,700	2,493	259	13,323	25,653	72,428	15·09	3,409	...
Total for Public Institutions	4,039	92,689	11,754	134,238	80,950	9,426	2,38,494	152,478	6,15,586	5·8	16,324	
Private Institutions	661	6,963	283	...	...	...	...	...	...	...	2,843	...
Inspection	...	...	...	72,036	11,596	240	...	310	84,182	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c).	...	...	...	78,905	12,103	600	19,370	30,935	1,42,513	...	...	...
GRAND TOTAL FOR 1907-1908 ...	4,700	99,652	12,037	285,179	104,649	10,266	2,58,464	183,723	8,42,281	7·54	19,167	16·4
GRAND TOTAL FOR 1906-07 ...	4,805	1,01,174	11,610	2,17,934	1,08,376	12,382	2,54,812	155,696	7,49,200	6·14	18,921	16·7

EDUCATION—SUBSIDIARY TABLE VIII—*continued.*

Statement showing the state of Education and the expenditure incurred on it during the year 1907-1908—continued.

ORISSA DIVISION.

Male population 2,429,508
Female ditto 2,552,634

Total ... 4,982,142

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 364,426.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1908.	Number of pupils on the rolls on the 31st March 1908.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		3(a) Boys.	3(b) Girls.	Provincial revenues.	District Board's funds.	Municipal funds.	Fees.	Other sources.	Total.			
1	2			4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	4	998	...	18,732	...	...	17,095	182	36,009	36·08	96	...
Aided	9	1,469	81	6,860	1,079	480	19,180	11,284	38,883	25·09	103	...
Unaided	1	295	...	...	...	...	4,011	100	4,111	13·9	26	...
Total ...	14	2,762	81	25,592	1,079	480	40,286	11,566	79,003	27·7	225	...
Middle English ... Government ...	9	568	...	1,307	4,593	...	2,224	155	8,279	14·6	41	...
Aided	35	2,156	16	2,559	7,183	90	8,153	7,616	25,601	11·8	282	...
Unaided	4	242	2	...	...	...	307	2,017	2,324	9·5	2	...
Total ...	48	2,966	18	3,866	11,776	90	10,684	9,788	36,204	12·1	325	...
Middle Vernacular ... Government ...	17	1,481	17	1,269	8,725	1,065	998	...	12,057	8·05	38	...
Aided	20	748	247	1,515	2,276	...	1,264	5,411	10,466	10·5	34	...
Unaided	3	122	6	...	...	...	166	749	915	7·1	...	...
Total ...	40	2,351	270	2,784	11,001	1,065	2,428	6,160	23,438	8·9	72	...
Upper Primary ... Aided	402	18,208	2,367	16,193	45,380	1,065	21,445	6,084	90,167	4·4	403	...
Unaided	20	795	33	...	...	...	1,112	542	1,654	2	63	...
Total ...	422	19,003	2,400	16,193	45,380	1,065	22,557	6,626	91,821	4·3	466	...
Lower Primary ... Aided	3,612	64,153	11,194	16,407	41,681	4,049	1,77,509	23,878	2,63,524	3·5	2,576	...
Unaided	2,371	33,709	2,893	...	...	...	98,469	11,517	1,09,986	3	725	...
Total ...	5,983	97,862	14,087	16,407	41,681	4,049	2,75,978	35,395	3,73,510	3·3	3,301	...
Special ... ... Training	24	311	61	24,819	...	...	333	690	25,842	69·5	10	...
Industrial	3	93	17	615	1,100	...	...	1,075	2,820	25·6	1	...
Other	73	1,424	39	22,667	1,047	44	6,282	11,220	41,260	28·2	246	...
Total ...	100	1,828	117	48,131	2,147	44	6,615	12,985	69,922	35·9	257	...
Total for Public Institutions	6,607	126,772	16,973	1,12,973	1,13,064	6,793	3,58,548	82,520	6,73,898	4·7	4,646	...
Private Institutions	783	5,146	209	...	...	...	...	...	...	...	534	...
Inspection	...	...	...	71,669	10,815	606	...	...	83,090	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	37,578	17,220	733	810	9,278	65,619	...	...	...
GRAND TOTAL FOR 1907-1908 ...	7,390	131,918	17,182	2,22,220	1,41,099	8,132	3,59,358	91,798	8,22,607	5·5	5,180	36·2
GRAND TOTAL FOR 1906-1907 ...	7,748	134,771	16,356	1,77,769	1,47,442	7,228	3,08,842	87,524	7,29,505	4·8	4,829	37

ORISSA TRIBUTARY STATES.

Male population 969,978
Female ditto 977,824

Total ... 1,947,802

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 145,496.

		Boys.	Girls.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
High ... ... Government ...	2	457	...	...	...	...	1,037	8,643	9,680	21·3	8	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	457	...	...	...	...	1,037	8,643	9,680	21·3	8	...
Middle English ... Government ...	15	1,284	10	...	...	...	325	16,050	16,375	12·6	18	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	15	1,284	10	...	...	...	325	16,050	16,375	12·6	18	...
Middle Vernacular ... Government ...	4	229	2	...	...	...	59	1,404	1,463	6·3	4	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	4	229	2	...	...	...	59	1,404	1,463	6·3	4	...
Upper Primary ... Aided	75	3,177	250	1,326	...	...	1,422	10,997	13,745	4·0	20	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	75	3,177	250	1,326	...	...	1,422	10,997	13,745	4·0	20	...
Lower Primary ... Aided	972	17,548	2,031	10,427	...	...	38,486	19,059	67,952	3·5	121	...
Unaided	319	4,315	157	...	...	...	13,848	223	14,071	3·1	8	...
Total ...	1,291	21,863	2,188	10,427	...	...	52,314	19,282	82,023	3·4	129	...
Special ... ... Training	8	96	...	8,501	...	...	...	35	8,536	88·9	...	...
Industrial	1	21	...	...	...	...	...	613	613	29·2	...	...
Other	16	227	7	176	...	...	12	4,004	4,192	17·9	37	...
Total ...	25	344	7	8,677	...	...	12	4,652	13,341	38·0	37	...
Total for Public Institutions ...	1,412	27,354	2,457	20,430	...	...	55,169	61,028	1,36,627	4·6	216	...
Private Institutions	134	1,143	60	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	14,996	...	...	...	7,617	22,613	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c).	...	...	...	1,962	18	...	83	22,812	24,875	...	...	...
GRAND TOTAL FOR 1907-1908 ...	1,546	28,497	2,517	37,388	18	...	55,252	91,457	1,84,115	5·9	216	19·8
GRAND TOTAL FOR 1906-1907 ...	1,419	25,418	1,664	32,141	17	...	48,236	97,341	1,77,735	6·7	234	17·5

EDUCATION—SUBSIDIARY TABLE VIII—*concluded.*

Statement showing the state of Education and the Expenditure incurred on it during the year 1907-1908—concluded.

CHOTA NAGPUR DIVISION.

Male population ... 24,09,286
Female ditto ... 24,91,143
Total ... 49,00,429

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 361,389.

CLASS OF SCHOOLS FOR BOTH BOYS AND GIRLS AND OTHER HEADS OF CHARGES.	Number of schools for boys and girls on the 31st March 1908.	Number of pupils on the rolls on the 31st March 1908.		EXPENDITURE FROM—						Cost per head of pupil.	Number of Muhammadan pupils in each class of schools.	REMARKS.
		3(a) Boys.	3(b) Girls.	Provincial revenues.	District Boards' Funds.	Municipal Funds.	Fees.	Other sources.	Total.			
1	2			4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
HIGH ... ... Government ...	5	1,215	...	18,476	...	...	23,001	285	41,762	34·3	96	...
Aided	7	1,303	...	5,225	...	144	8,676	20,370	34,415	26·4	50	...
Unaided	3	767	...	...	...	...	8,268	12,156	20,424	26·6	32	...
Total ...	15	3,285	...	23,701	...	144	39,945	32,811	96,601	29·4	178	...
MIDDLE ENGLISH ... Government ...	4	291	...	...	1,459	...	532	1,324	3,315	11·5	12	...
Aided	27	2,033	20	3,170	5,043	213	4,985	13,581	26,992	13·1	112	...
Unaided	3	183	...	...	...	...	114	1,411	1,525	9	19	...
Total ...	34	2,507	20	3,170	6,502	213	5,631	16,316	31,832	12·1	143	...
MIDDLE VERNACULAR. Government ...	24	1,464	2	4,023	5,195	72	2,710	413	12,413	8·4	103	...
Aided	7	480	39	345	807	54	1,918	1,317	4,441	8·5	46	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	31	1,944	41	4,368	6,002	126	4,628	1,730	16,854	8·4	149	...
UPPER PRIMARY ... Aided	206	9,501	1,056	10,641	13,660	1,460	10,431	15,882	52,074	4·9	458	...
Unaided	9	674	15	...	...	...	99	3,395	3,494	5·4	4	...
Total ...	215	10,175	1,071	10,641	13,660	1,460	10,530	19,277	55,568	4·9	462	...
LOWER PRIMARY ... Aided	2,150	50,272	5,589	21,484	61,530	1,154	43,592	40,277	1,68,037	3	3,426	...
Unaided	484	9,619	1,114	...	...	...	8,742	9,514	18,256	1·7	672	...
Total ...	2,634	59,891	6,703	21,484	61,530	1,154	52,334	49,791	1,86,293	2·7	4,098	...
SPECIAL ... ... Training ...	19	230	17	16,398	584	...	309	193	17,484	70·7	10	...
Industrial ...	30	493	234	9,119	1,401	22	712	14,781	26,035	35·8	24	...
Other	45	1,159	88	34,598	831	251	1,488	2,150	39,318	31·2	694	...
Total ...	94	1,882	339	60,115	2,816	273	2,509	17,124	82,837	37·1	728	...
Total for Public Institutions	3,023	79,684	8,174	1,23,479	90,510	3,370	1,15,577	1,37,049	4,69,985	5·3	5,758	...
Private Institutions	29	709	236	...	...	...	...	...	...	...	258	...
Inspection	...	...	...	54,863	12,228	...	...	...	67,091	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c.)	...	...	...	43,174	9,826	268	16,461	73,405	1,43,134	...	...	...
GRAND TOTAL FOR 1907-1908 ...	3,052	80,393	8,410	2,21,516	1,12,564	3,638	1,32,038	2,10,454	6,80,210	7-10-6	6,016	22·2
GRAND TOTAL FOR 1906-1907 ...	3,196	84,412	8,826	2,05,500	1,11,338	3,464	1,27,327	1,88,090	6,35,719	6-13-1	5,977	23·3

WESTERN GARJAT, OR FEUDATORY STATES (EXCEPTING BAMRA), ORISSA.

Male population ... 549,769
Female ditto ... 552,446
Total ... 1,102,215

Number of boys of school-going age (at 15 per cent. of the male population under the census of 1901) is 82,465.

HIGH ... ... Government ...	...	...	...	...	...	...	...	...	...	...	...	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
MIDDLE ENGLISH ... Government ...	5	711	2	...	...	...	50	8,512	8,562	12 0 0	20	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	5	711	2	...	...	...	50	8,512	8,362	12 0 0	20	...
MIDDLE VERNACULAR. Government ...	2	218	12	...	...	488	...	375	863	3 7 0	2	...
Aided	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	2	218	12	...	...	488	...	375	863	3 7 0	2	...
UPPER PRIMARY ... Aided	43	3,888	652	...	...	...	675	6,166	6,841	1 5 0	18	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	43	3,888	652	...	...	...	675	6,166	6,841	1 5 0	18	...
LOWER PRIMARY ... Aided	129	7,753	1,037	...	...	997	998	15,022	17,017	1 9 0	54	...
Unaided	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	129	7,753	1,037	...	...	997	998	15,022	17,017	1 9 0	54	...
SPECIAL ... ... Training ...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial ...	...	...	...	...	...	...	...	...	...	...	...	...
Other	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...	...	...	...
Total for Public Institutions	179	12,570	1,703	...	...	1,485	1,723	30,075	33,283	2 3 0	94	...
Private Institutions	2	6	1	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	4,807	4,807	...	...	...
Miscellaneous charges (including cost of buildings, scholarships, &c)	...	...	...	...	...	4,284	15	16,588	20,887	...	...	...
GRAND TOTAL FOR 1907-1908 ...	181	12,576	1,904	...	...	5,769	1,738	47,470	58,977	4 1 0	94	15·2
GRAND TOTAL FOR 1906-1907 ...	...	...	...	...	...	...	...	...	...	...	...	...

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REPORT

ON

2 MR 1910

PUBLIC INSTRUCTION IN BENGAL

FOR 1908-1909.

CALCUTTA:

THE BENGAL SECRETARIAT BOOK DEPOT.

1909.

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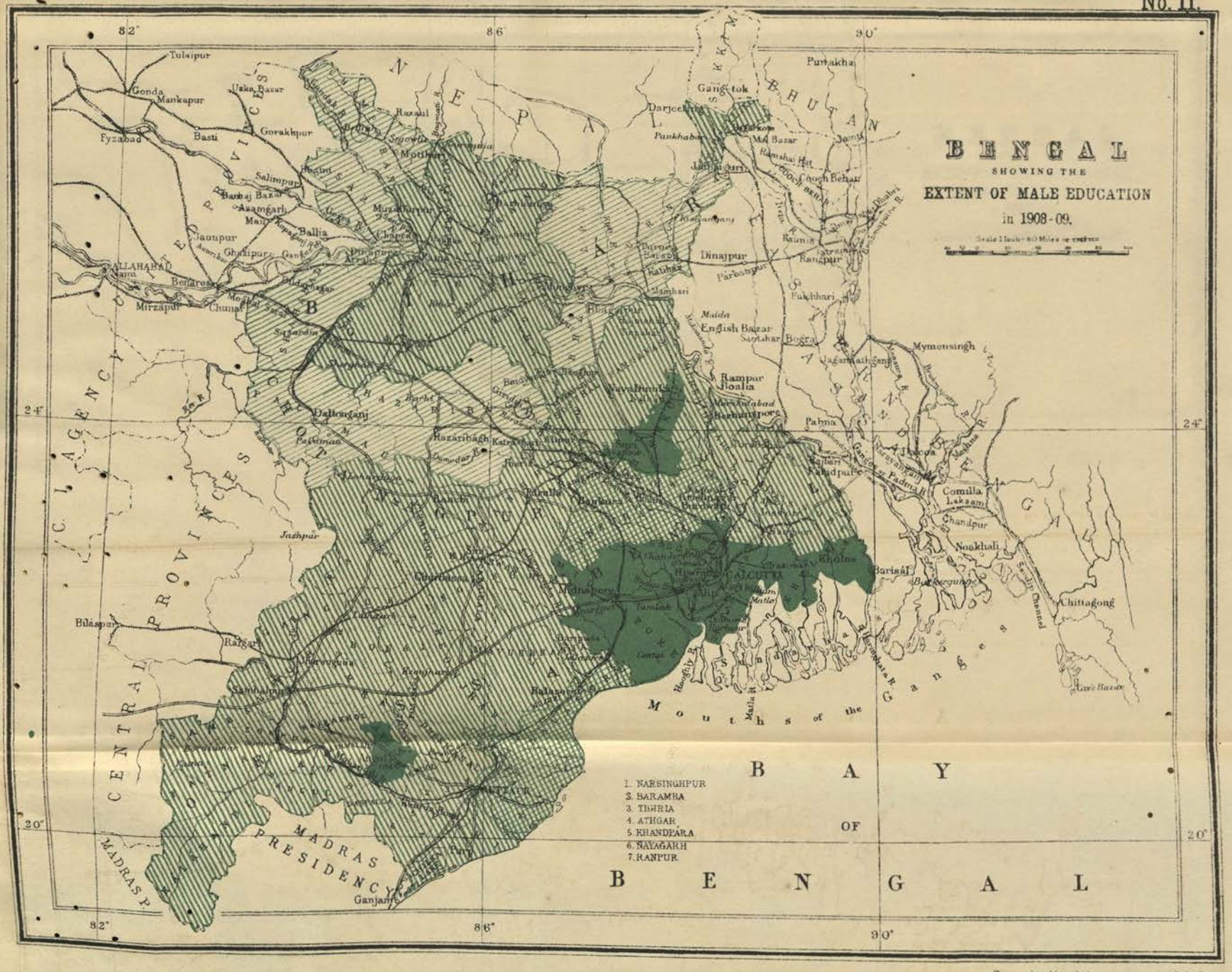

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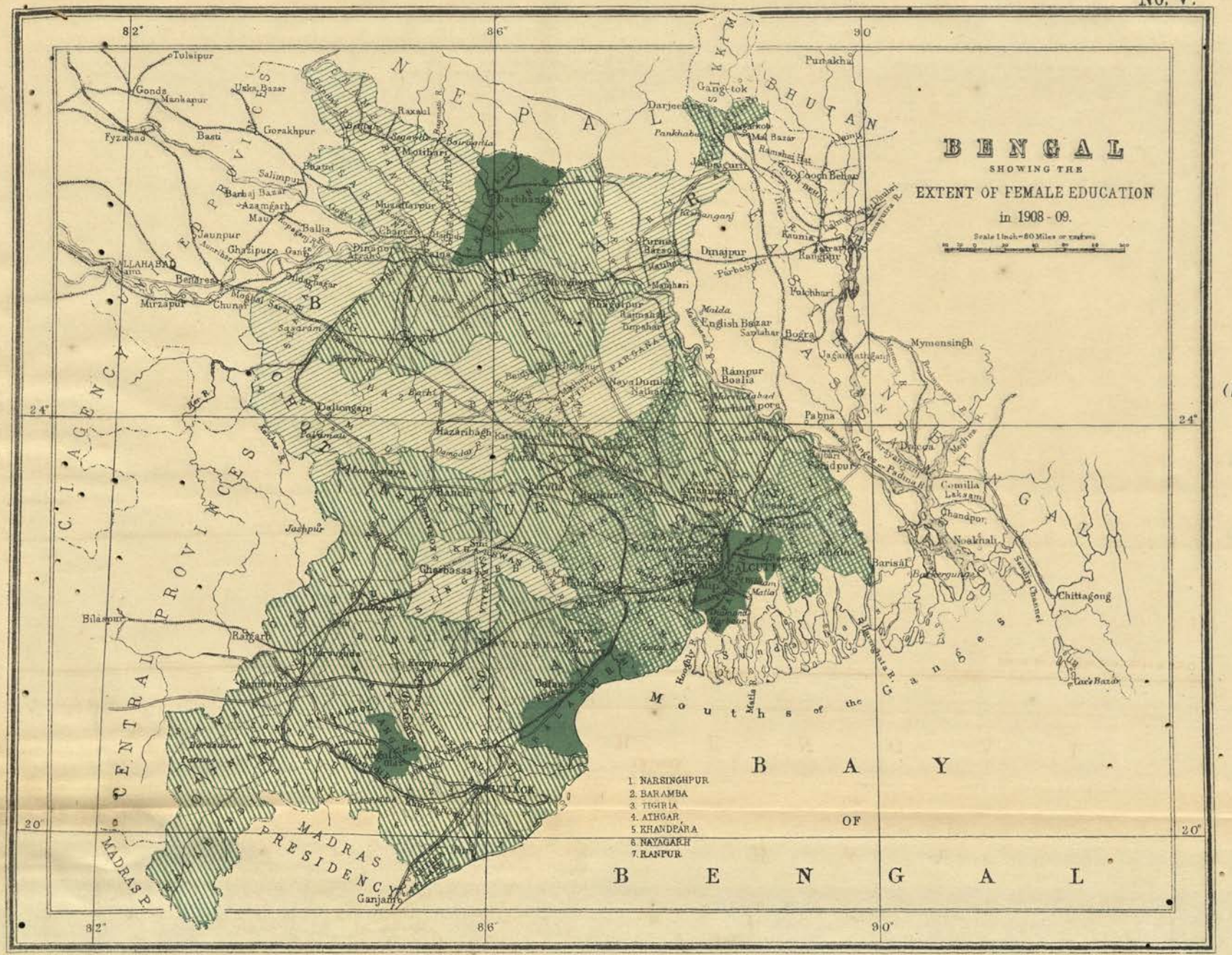

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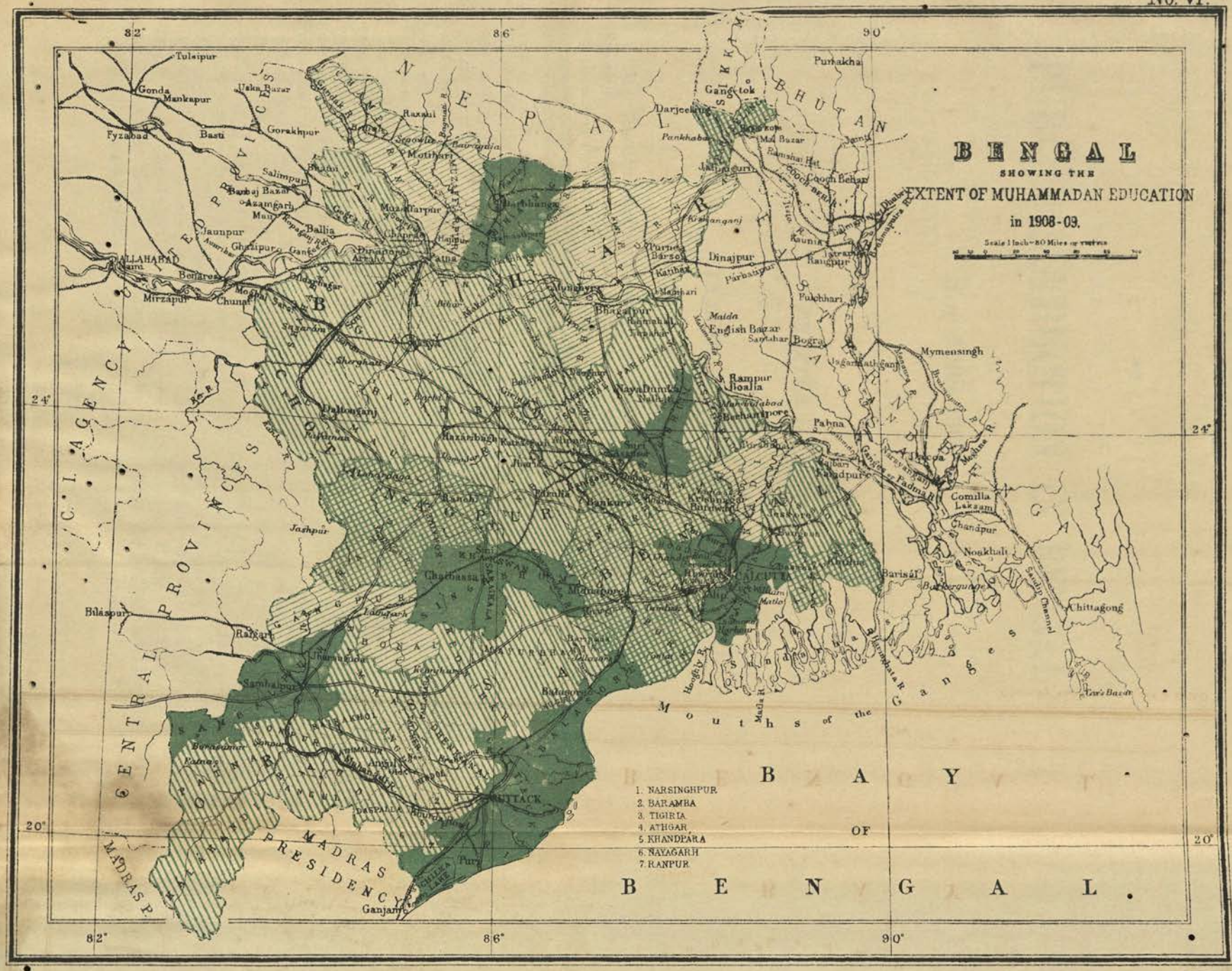

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REPORT

ON

PUBLIC INSTRUCTION IN BENGAL

for 1908-1909.

CHAPTER I.

INTRODUCTORY.

1. The dominant factor in education in Bengal at the present time is the financial, and this is to a great extent true of the year under review. We are on the rising crest of a wave of educational progress. The awakening to the increased importance of education, the first public manifestation of which was the Simla Conference of 1901, resulted in the formulation of a number of important schemes, all needing large expenditure to give them effect. University reform has brought the necessity of large expenditure on colleges. It seems that the attempt to raise collegiate education must fail of complete efficacy, unless at the same time very extensive improvements are introduced into secondary schools. Behind this again lies the vast and unwieldy problem of primary education. The educational postulates are in every case now admitted and recognized. What is lacking is money to carry them out practically, and this is true not only of the general claims of the three great divisions of education,—Primary, Secondary and Collegiate,—but also of practically every particular variety and special branch of education, among which stand out prominently technical education, Muhammadan education, training of teachers, education of girls and women and education of Europeans. In each and every one of these cases need of special effort is recognized and special activity has been called for. In each and every case there is a demand for great expenditure, demand far greater than the resources of the public exchequer have been able to meet. The whole of this report therefore should be an eloquent plea for more money for education, eloquent, however, not from the form of expression, but from the facts disclosed. The predications with which the last year's report on Education concludes—the importunity of the problem of money and the need of a policy—are thus of necessity the predications with which this year's begins.

CHAPTER II.

CONTROL.

General Statistics of Public Instruction.

Institutions.

2. The total number of recognized institutions dealt with in the returns of this report is 42,305. Of this total 37,509 are primary schools, 1,545 secondary schools, 236 institutions for training teachers including 4 colleges and 40 arts and professional colleges, or, with 4 training colleges added, 44. Only 1,488 of the above are under public management: namely 12 colleges, 212 training institutions, 235 secondary, 989 primary and 40 schools of other classes.

Pupils.

3. The total number of pupils attending these institutions is 13,68,280. Of this total, 11,08,843 are in primary schools, 1,67,077 in secondary schools, 4,115 in training institutions and 6,673 in colleges: in institutions of other kinds 81,572. Of the whole number 12,08,718 are boys and men; 1,59,562 women and girls.

Comparison with 1907-1908.

4. Public institutions show an increase of 877 over the year 1907-1908; pupils of 79,739. The figures for last year were institutions 41,428 and pupils 12,88,541.

Statistics of all institutions, including those not conforming to recognized standards.

5. The total number of institutions submitting returns, *i.e.*, including those not conforming to recognized standards, is 46,585; and the total number of pupils with the pupils of these institutions added is 14,21,389. These show an increase of 886 institutions and 83,199 pupils over the year 1907-1908. The total expenditure has also increased by Rs. 19,01,581. The figures for 1907-1908 were institutions 45,699, pupils 13,38,190, and expenditure Rs. 1,25,56,227.

Expenditure.

6. The total expenditure for the year 1908-1909, on institutions of all kinds submitting returns has been Rs. 1,44,57,808. Of this sum Rs. 96,75,165 represents direct and Rs. 47,82,643 indirect expenditure. The expenditure from Provincial revenues amounts to Rs. 49,79,133. District Boards, Municipalities and Native States spent Rs. 11,55,757, Rs. 1,31,769 and Rs. 1,36,707 respectively. Income from fees amounted to Rs. 52,71,439 and that from subscriptions, endowments, &c., to Rs. 27,83,003.

The Educational Services.

The Indian Educational Service.

7. The number of appointments in the Indian Educational Service remained unaltered till close on the end of the official year, when an appointment of Lady Principal of the Training College for Women at Bankipore was added to the appointments on special rates of pay. The total was then 35, or together with the appointment of a Professor of the Chemistry of Dyeing sanctioned in December 1908, but not yet filled, 36. Four of these appointments are on special rates of pay. Seven of these appointments remained unfilled to the end of the year, and an eighth is filled only temporarily. Since the close of the year the scheme for strengthening Government colleges has been sanctioned and as a result eight new appointments have been created. Three of the sixteen appointments have since at date been filled by recruitment in England.

Provincial Educational Service.

8. The total number of appointments in the Provincial Educational Service was 100, exclusive of a temporary appointment for the Professor of Philosophy at Ravenshaw College; this is one more than last year. The addition of one appointment was due to the substitution of an appointment in the Provincial Educational Service for one in the Subordinate Educational Service for the Demonstrator in Geology at Presidency College. The unsatisfactory conditions of that service, of which complaint has been so frequently made, are receiving attention, though nothing has as yet been done to improve them. The present relation of the Provincial Educational Service to the Indian Educational Service is perhaps unfortunate, neither definitely co-ordinate, nor subordinate; but a great deal that has been written of the unfairness of excluding Indians from higher appointments is misconceived or without foundation. There is not really any backwardness in recognizing high scholarly and

scientific attainments and general administrative capacity in Indian members of the services. The problem is of a different nature. In the present state of education in Bengal it may reasonably be held that the participation in the work of European Professors and Inspectors is for the solid advantage of the work, in fact necessary for the maintenance of the present organization in a state of efficiency, and that without such leadership the organization would go to pieces. That is at all events the theoretic basis of the present position. To declaim against its fairness on racial grounds is not necessarily either wisdom or patriotism, nor in the real interests of the people of the land. Doubtless the educational services could be much more cheaply organized, if their ranks were filled wholly by educated Indians. We shall come to that in due time: but the state of education is not yet ripe for it, and till the times are ripe Indian members of the services will serve their own interests best by identifying them with those of their European colleagues. Rightly understood there is no antagonism, and should be no jealousy.

Subordinate Educational Service.

9. The number of appointments in the Subordinate Educational Service increased from 612 to 792, that is by 180, the bulk of the increase being due to the creation of 169 new appointments in connection with the provincialization of District Board Sub-Inspectors which took effect in December of last year. Five of the new appointments are for the Howrah Zilla School, which was taken over by Government from March the 1st of this year.

Lower Subordinate Educational Service.

10. Seven additional appointments (including four for the Howrah Zilla School) were made to the cadre of the Lower Subordinate Educational Service, but as one appointment in that service was abolished in connection with the amalgamation of the Madrasa and High School at Murshidabad, the total number of appointments in the service was increased by six only, namely from 757 to 763. The conditions of this service are still unsatisfactory, but a concession of some value has been granted to the members of the service since December last by the decision "that members of the Lower Subordinate Educational Service, when officiating in temporary vacancies in the Subordinate Educational Service, shall receive an acting allowance at the rate of one-fifth of the average pay of the grades of the latter service, subject to the limit of the maximum salary of Rs. 50."

Direction.

11. Final orders regarding the appointment of a second Assistant Director of Public Instruction have not yet been passed. Pending the receipt of such orders, Mr. H. A. Stark's deputation in that capacity has been extended. Conditions of work have not materially changed since Mr. Earle wrote in the report of 1905-1906—

> "The work required to be done by the Director and the Assistant Director is considerably more than two men, even working under excessive strain, can accomplish"

The detail of the work has changed somewhat from year to year, but if under some aspects there has been lessening, notably the holding of conferences and committee-meetings and the working up of big schemes, there has been increase in others; for instance in the working out of the schemes and putting them into practical operation. There has also been a definite increase of work of an onerous character as the outcome of University reform and the new relations of the Department to the University. The total bulk has probably rather increased than diminished, and is more than likely to increase further. The appointment of the second Assistant Director has given substantial relief. It is very necessary that the appointment should be continued, until and unless some more fundamental readjustment takes place which might shift the onus and character of "Direction."

The General Inspecting Agency.

Divisional and Additional Inspectors.

12. The number of the higher general inspecting staff remains unaltered at six divisional Inspectors, an Inspector of European Schools and five additional Inspectors. The appointment of Additional Inspector for the Orissa Division was left vacant throughout the year, Rai Madhusudan Rao Bahadur continuing

to officiate as Inspector. The appointment of an Additional Inspector has since been approved for the new Tirhut Division, and the post of Assistant Inspector, Patna Division, will be abolished. There will for the future consequently be 7 Additional Inspectors of Schools instead of 6 and 11 Assistant Inspectors of Schools instead of 12. The question of the adjustment of duties between Inspectors and Additional Inspectors has not been finally settled, but it has settled itself sufficiently for working purposes. The conditions of settlement as at present formulated contain irreconcilable elements, namely that (*a*) the integral unity of the division for the administrative purposes should be maintained and yet (*b*) that Additional Inspectors should have special status and independent authority. Before the problem can be solved it must be fully acknowledged that there can be only one administrative head of a division, and that the Additional Inspector, though approximating in rank to an Inspector, is still subordinate to him.

Proposed modification in the posting of Additional Inspectors.

13. Before he went on leave Mr. Küchler expressed the intention of proposing a modification of present arrangements whereby there is one Inspector and one Additional Inspector in each division. He points out that the Additional Inspector will (along with the Inspector) be mainly responsible for the inspection of high schools. Consequently in divisions where the high schools are relatively few no Additional Inspector is required, whereas in other divisions in which the high schools are very numerous, namely Burdwan and the Presidency, more than one is needed. Consequently he recommends that in future no Additional Inspector shall be appointed to Chota Nagpur and Orissa, and that the two posts thus released shall be transferred to the Burdwan and Presidency Divisions. These proposals seem eminently reasonable and will no doubt be carried out. It is also to be noted that Mr. Prothero has reported that no Additional Inspector is wanted in the Bhagalpur Division.

Proposed District Inspectors in the Provincial Educational Service.

14. A proposal to provide a well-qualified inspecting officer for every district finds place in the scheme for the improvement of secondary education which is described in Chapter IV. At present the chief inspecting officer in a district is a Deputy Inspector of Schools. The proposal is to create a class of District Inspectors who should all hold appointments in the Provincial Educational Service. This would be a most salutary measure. At present it is in abeyance, as the general scheme has been sent back by the Government of India for revision. The need for such an improvement in the status of the Deputy Inspectors of Schools has been pressed by the Inspector of Schools, Bhagalpur.

Need of additional clerks for Deputy Inspectors' offices.

15. Representations have been made that additional clerks are wanted for Deputy Inspectors' offices. These could not be appointed during the year, and the request has been again pressed by the Inspectors of the Patna, Chota Nagpur and Bhagalpur Divisions. Mr. Preston (Patna and Tirhut) also complains that there is no proper office accommodation for Deputy Inspectors in the Patna Division. The total number of Deputy and Additional Deputy Inspectors was 61.

Sub-Inspectors.

16. The total number of Sub-Inspectors, including the Board Sub-Inspectors recently provincialized, was 306. Their present qualifications appear to be lower than is desirable. Inspectors, even subordinate Inspectors, to discharge their functions usefully, must know more practically about teaching and the management of schools than the men whose schools they inspect. Otherwise we have a very inverted order of things,—the less skilled criticizing and guiding the more skilled. Besides having had a good general education, which is the first consideration, Inspectors should, therefore, either be men who have proved their capacity as school-masters, or who have received special training for inspection work. At present little or no pains appear to be taken that this lower class of inspecting officers have the knowledge or experience to fit them for the work they have to do. It is not perhaps surprising if the work is not done very satisfactorily. The remarks of the Inspector of Schools, Orissa Division, are significant in this connection:—

> "I regret," he says, "that I cannot report any decided improvement in the organization and efficiency of our primary schools as resulting from the multiplication of Sub-Inspectors in recent years. The majority of these officers are not properly fitted and trained for their duties, and in the absence of frequent and vigilant supervision by superior officers with higher aims, they generally turn out work of an inferior kind. A sort of poor mediocrity being their goal, inferiority in the quality of their work follows as an inevitable result."

And he recommends a six months' course of training "under teachers, thoroughly conversant with actual requirements, and imbued with high educational ideals and principles."

Without doubt this is a sound suggestion, and the attention now being given to training institutions makes the carrying out of the suggestion possible in the near future. The Inspector of Schools, Chota Nagpur, similarly insists on the need of training the men who have been appointed.

Assistant Sub-Inspectors.

17. Assistant Sub-Inspectors of Schools, of whom there are now 70, are unfavourably spoken of in most of the reports. In particular it appears to be held generally that they cannot advantageously take the place of guru-instructors. They are "men of the same type and qualification as the average guru-instructors," says the Inspector of Schools, Chota Nagpur, and the Inspector of Schools, Patna, points out the anomaly which results when these men claim equality with Sub-Inspectors, "though they cannot be entrusted with the duties of any higher responsibility."

Quality and quantity in the Inspecting staff.

18. A deeper question is closely involved here: namely whether the policy followed by the Department of increasing the number of these inferior officers has really been sound. Rai Bahadur Madhusudan Rao (Orissa) at all events thinks not. He calls in question "the tendency to an inordinate growth of expenditure on the maintenance of a largely increased staff" and laments "the woeful lack of funds for the vitally essential work of consolidating and ameliorating our schools." This is the familiar complaint of disproportionate expenditure on inspection and direction. One cannot spend too much on inspection of the right sort, but it is at any rate worth considering whether better results could not be obtained by fewer officers and better qualified.

Travelling allowances of Sub-Inspectors and Assistant Sub-Inspectors.

19. A measure which should prove effective in improving the conditions of work for Sub-Inspectors and Assistant Sub-Inspectors and removing a long-felt hardship is the substitution of a daily allowance when travelling for mileage and halting allowances. This was put forward in the year under review and has since in a slightly modified form been sanctioned.

Guru-Instructors.

20. Reports on the expediency of continuing or abolishing the class of guru-instructors have now been received from the Inspectors. Commissioners of Divisions were also consulted. The balance of opinion is that the guru-instructors are still needed.

Special Inspectors.

Appointment of an industrial expert.

21. The appointment of a special officer as Superintendent of Industries and Inspector of Technical and Industrial Institutions received the sanction of the Secretary of State just after the close of the official year, and it is understood that an officer has since been selected in England for the appointment.

Special Inspecting staff for Muhammadans.

22. Endeavour is being made to meet the wishes of the Muhammadan community by the appointment of special Muhammadan inspecting officers. Mr. Earle's proposal that in each Inspector's circle one Muhammadan officer, either an Assistant Inspector or a selected Deputy Inspector of Schools, should be set apart for the supervision of Muhammadan education was sanctioned in July 1908: but as no additional appointments have been made for the purpose, the difficulty of supplying the place of the officers who might be designated as suitable has been an obstacle to the carrying out of the proposals. A further proposal, made in connection with the scheme for the establishment of model maktabs, that in each of the seven districts, Saran, Khulna, Purnea, Champaran, Midnapore, Hooghly and 24-Parganas, a special inspecting Maulvi should be appointed on a salary of Rs. 30—1—50 was sanctioned in February of this year, but on the understanding that the proposal could only be carried out as funds become available.

Inspectresses.

23. No addition was made during the year to the staff of Inspectresses, though both Miss Brock and Miss Honeyburne have pressed for additional appointments. Miss Brock asks for an Assistant Inspectress for Calcutta and Howrah (this appointment has moreover already been recommended to Government) and for a special assistant for zanana work. Miss Honeyburne represents that the appointment of another Assistant Inspectress is absolutely necessary for the supervision of *zanana* work in the Patna Division. In the report of 1905-1906 Mr. Earle expressed the opinion that

"at least thirteen additional Inspectresses were required," and he said also—

"I foresee the need, before many years are passed, of an Inspectress for every Division in which there is at present an Inspector of Schools."

The present staff consists of two Inspectresses and six Assistant Inspectresses, one for each division.

Co-operation of Executive and Judicial Officers.

24. The Department owes much to the assistance given to educational work by executive and judicial officers. To this the Inspectors again this year unanimously testify. Mr. Preston notes that the co-operation of District and Subdivisional Officers was most helpful, specially in connection with the acquisition of land for school purposes and the construction of school buildings. The interest of executive officers in educational work was shown by a number of visits to schools of all grades, and in many other ways. Mr. Prothero (Bhagalpur) records:—

"Educational officers of all the grades are unanimous that, but for their hearty co-operation, success in a number of directions in connection with the progress of education would have been impossible."

In this he may be taken to give expression to the experience of all the divisions, and I beg to tender the thanks of the Department for valuable assistance ungrudgingly given. This active sympathy contributes most sensibly to advance education.

District Boards and Municipalities.

25. There is nothing of importance to record of District Boards and Municipalities, except that their relations with the Department continued to be cordial. It is a little doubtful whether the rigid rule, that Municipalities are to contribute at least 3·2 per cent. of their ordinary income on primary education, is really defensible, but at all events all but a very few are reported to have done so. A point of some little importance that has been raised is as to the representation of educational interests on District and Municipal Boards. In some cases the Deputy Inspector is an *ex-officio* member, in some cases not. It seems that it would be to the advantage of educational interests if such were everywhere the rule. The Inspector of Schools, Chota Nagpur, reports that this year "due precaution was taken by each district to guard against the lapse of funds at the end of the financial year."

The Calcutta Municipality.

In so far as control and management goes along with the provision of funds, attention may be called to what is said in Chapter V, paragraph 114, in respect of the responsibility of the Calcutta Municipality in regard to primary education.

Governing Bodies for Government Colleges under the new University Regulations.

26. The constitution of Governing Bodies for Government colleges has been searchingly canvassed during the year. The constitution of these bodies, as ordered by Government in the preceding year and noted in last year's report, was not accepted by the Syndicate as fulfilling the requirements of the University regulations in that regard, more especially inasmuch as the constitution under which the Governing Bodies were to work had not been defined by rule. The Director of Public Instruction drew up a revised scheme in consultation with the Syndicate, and this was submitted to Government towards the close of the year. Mr. Küchler's proposals have since with some slight modification been accepted. The Governing Bodies are now in most cases constituted, but have not yet fully taken up their active responsibilities. The Director of Public Instruction is a member of the Governing Bodies of the Presidency and Bethune Colleges, and the colleges are not, it hardly needs saying, altogether removed from the control of the department. But the new form of control, though it has limits, is real and is likely to have far-reaching consequences.

CHAPTER III.

COLLEGIATE EDUCATION.

The Colleges and the University.

27. For the colleges the main work of the year has been the completion of the necessary adjustment to the requirements of the new regulations. The essential part of this work is now done: the affiliation of each college is for the time being settled, the required staff appointed and all other conditions insisted

upon by the Syndicate either fulfilled or accepted for fulfilment within a specified time. Orders of affiliation were passed and confirmed during the year, though they take effect only from June of the present year. Thus the immediate process of adjustment is now accomplished, and a relative state of equilibrium between the colleges and the new regulations has been reached. The colleges start in the current session under the full working of the new conditions, including the second year of the M.A. courses. One further step only remains to be taken—and that perhaps the most important of all—the introduction of the matriculation under the new rules.

Colleges and students.

28. The number of affiliated arts colleges is now 31, 3 less than in 1907-1908. On the 31st of March 1909 there were 4,655 students on the rolls as compared with 5,493 the same day of 1908, a decrease of 838. This is mainly to be accounted for by the unfavourable results of the Intermediate and Degree Examinations. Of the 31 colleges, 7 are Government colleges, 2 are managed by municipal authorities, 8 are aided and 14 unaided. The total expenditure had decreased by Rs. 66,438 (from Rs. 8,82,296 last year to Rs. 8,15,858), a somewhat unexpected fact not fully explained by the disappearance of three colleges. The decrease very closely balances the increase in 1907-1908, the expenditure of 1908-1909 being slightly in excess of that of 1906-1907, which amounted to Rs. 8,08,010. The expenditure on Government colleges was Rs. 4,14,638.

Grants in-aid.

29. Grants were made to non-Government colleges during the year to a total of Rs. 68,130. The grants last year amounted to Rs. 1,23,856 in all, Rs. 59,580 being annual and Rs. 64,276 special grants. This marked diminution of grants-in-aid, due to the financial situation, is probably the main reason for the decrease in the total expenditure in arts colleges noticed in the preceding paragraph.

A sum of Rs. 80,000 was again contributed from Imperial revenues for the assistance of private colleges. The amounts distributed for different purposes were—

	Rs.
Hostels	500
Laboratories	41,000
Libraries	6,000
Buildings	28,000
Furniture	4,500
Total ...	80,000

Government Colleges.

Presidency College.

M. A. and M. Sc. affiliation.

30. A year of quiet internal development is reported from Presidency College. Some pain was felt at the denial to the college of affiliation to the M.A. courses in Philosophy and History which have been taught at Presidency College since the courses themselves were first instituted; but it is recognized that it is for the advantage of real education that the standard for teaching M.A. courses should be set high, and that the prerogatives of Presidency College in this particular may be recovered when the staff is strengthened. In the absence of affiliation M.A. students were nevertheless prepared at Presidency College and sent up in Political Philosophy; the full M. Sc. course for Chemistry and for Physics was also undertaken in the college laboratories, though at present the laboratory space available does not justify pretension to formal affiliation.

The work of the year.

31. The number of students in the college on March the 31st, 1909, was 681. The report speaks more favourably than last year of students' general conduct. The simple rules that students are to keep their own seats in class-rooms and keep away from the corridors during lecture hours have been found conducive to better order. The College Council has been in full working, and further proved its usefulness. The principal developments have been the building of elementary laboratories for Physics and Chemistry (with additional rooms also, one each, for Physiology and Geology) a thorough re-arrangement

New laboratories.

of the Physics Laboratory, and an attempt to found or revive seminars for Arts subjects. The elementary laboratories were needed to meet the requirements of the regulations as regards practical work for the new Intermediate Examination in Science. In the Physics Laboratory the rooms were re-arranged in order to gain space, and all apparatus set in order and catalogued. Dr. Harrison writes:—

Re-arrangement of the Physics Laboratory.

"The entire Physical cabinet has been examined in detail. Useless apparatus has been "scrapped"; valuable but deficient instruments have been repaired, so far as it is possible; and apparatus in good order has been carefully classified and completely re-arranged. Each shelf in each almirah contains a type-written list of all the apparatus on that shelf, so that it is now difficult for any instrument to be lost, mislaid, or misplaced. A new instrument catalogue has been compiled, taking these type-written cards as a basis. The classification of apparatus is according to *subject*, with the almirah and shelf-reference for each instrument. We now know exactly what we possess and where it is to be found."

This has been useful and necessary work; and may be taken as a pattern for imitation.

Need of extra staff for practical work in Chemistry.

32. It is reported of the Chemical Laboratory by Dr. P. C. Ray that very great difficulty is being experienced in respect of the supervision of practical work:—

"The new University regulations demand that for every 10, 15, and 20 students of the Intermediate Science, B. Sc. and M. Sc. practical class respectively, there should be 1 teacher. In order to cope with the situation we should have therefore at least *11* additional *teachers*."

Science subjects and cost.

33. This is a serious demand, and should have been put forward *before* the number of students admitted to Chemistry was so large as to make such a necessity. It would seem that one of two courses must be adopted: either the number of teachers really required must be provided, or the number of students taking Chemistry must be very considerably reduced. In view of the great expense involved in Science teaching and the somewhat reckless way in which students are allowed to take up Science courses, it would seem that higher fees should have been charged to Intermediate Science, B. Sc. and M. Sc. students, or some test have been imposed to ensure that every student for whom the expense is incurred is a fit student. It is obviously out of all reason that a college, even Presidency College, is to provide *without limit* an education far more expensive than the fees paid for it to every applicant without limit of cost or enquiry as to the applicant's fitness to profit by it. The peculiarity of the case is that every student added to a Science class, so far from increasing the revenue of the college, adds disproportionately to its expenses. It is one thing to promote scientific education, and quite another to incur unlimited expense on this account. To be fair, however, it may be pointed out that Presidency College, though greatly the most expensive college in Bengal, is not so relatively to the number of students under instruction and the advanced character of the work undertaken. This will appear from the tabular statement in paragraph 70. A very considerable increase of expenditure on Presidency College is therefore justifiable; and the whole question of staff in relation to subjects and numbers, and not in Science subjects only, still requires careful scrutiny.

Patna College.

Near approach to the residential ideal.

34. It remains true, as was said by Mr. Jackson in 1907, that the Patna College has a start of other Government colleges in possessing in a fairly complete form the essential elements of a residential college. The report this year, which falls to be written by Mr. Jackson as Officiating Principal, shows that the college maintains its lead in this respect, and has indeed rather improved upon it. Mr. Jackson writes:—

"Though the development of the college on the lines detailed in previous reports has proceeded more slowly during the current year than was anticipated, chiefly owing to financial considerations, substantial progress in several directions can be recorded. Most notably the foundations of a proper residential system have been laid by the completion of the Minto Hindu Hostel and the Muhammadan Hostel in the college grounds, which have been occupied throughout the year. In extension of this scheme, houses for the Principal and one European Professor have been under construction and are now almost ready for occupation."

35. Since this was written the Principal's house has been completed, and a much more important development has taken effect in the removal early in August of the Collegiate School to other premises. This gives the additional accommodation for Arts classes which is so much wanted, and provides ample space for general college purposes. But more than this: Patna College is now, first of the larger Government colleges, quite single and self-contained. For with the end of the last academical year the connection with the Bihar School of Engineering was also severed: the Engineering School is no longer a dependency of the Arts college, and henceforth the Patna College is a single homogeneous institution,—an organic unity,—just an arts college and nothing more.

Removal of the Collegiate School and separation of the Bihar School of Engineering.

36. There was a slight decrease in numbers during the year 1908-1909, which has, however, been more than made good in the new session. But we have the right to look for very much more than this. With its singleness of organization and ample opportunity, a marked expansion is to be expected in the next five or ten years. Patna is in many respect admirably suited as an important educational centre. A medical school, an arts college, and an engineering school occupy half a mile of river frontage. The climate is on the whole healthy, living comparatively cheap, and the conditions generally favourable to the growth of a great college. The tradition of Pataliputra, the capital of Asoka, and of a great historical civilization are elements not to be left wholly out of account. A very marked expansion is therefore its natural and proper goal, and should be assisted by promoting the development of the hostel system. The Patna College has at present to provide—in great part—for the higher educational needs both of Patna and Tirhut: a progressive accession of students from other parts of Bihar is therefore to be expected. It is also possible that the exceptional advantages offered by Patna may draw Bengali students in increasing numbers to Bihar. I consider that this tendency is to be encouraged in every way possible—specially by the provision of suitable hostels.

Numbers and future development.

37. The chief remaining need of Patna College is for new laboratories. These were designed as long ago as 1905. Plans and estimates have since been approved, but as yet it has not been found possible to provide funds. The utmost possible has now been made of present resources, and the need for the new laboratories is severely felt. The Principal says:—

Pressing want of new laboratories.

"The limit of possible extension has now been reached. But, after everything possible has been done, the accommodation is not nearly sufficient for scientific work of the standard which the college is attempting to teach. Without exception the rooms are too small, and they are inconveniently arranged. Both departments have to share the single lecture-room, and there is no accommodation of any kind for the staff."

38. All the distinguishing features of college life at Patna have been successfully continued;—regular games, the Students' Common Room, the Archæological Society, the College Magazine; and three plays were again performed at Christmas—in Hindi, Urdu, and Bengali.

Discipline of the college.

Of discipline the Principal remarks:—

"The conduct of the students as a whole, and of the hostel students in particular was quite satisfactory; but several minor cases of misconduct which occurred showed that improper influences were at work. So long as the standard of discipline in the schools remains as low as it is, improvement in these matters is difficult, for it is natural that a young man should object to the curtailment of the liberty which he enjoyed while still a school-boy."

This remark about schools is of profound significance. In collegiate education—as an education of character—we are still building without foundations.

Ravenshaw College, Cuttack.

39. The growing importance of the Ravenshaw College is recognised, and will be recognised still more in the near future. The Ravenshaw College has to do the same work in the educational advance of Orissa that Patna is doing for Bihar. The college is in many respects well provided, and has done a good year's work under the control of its experienced Principal,—Babu Bepin Bihari Gupta. Satisfactory development is reported in all respects, both on the side of instruction and on the side of collegiate life. A College Council was instituted during the year and was working well. Considerable improvement was effected in the Chemical Laboratory, but there are still deficiencies to be made

Developments in the year under review.

good, especially the proper supply of water and gas. A garden has been provided in connection with the work in Botany, but a suitable laboratory is still wanting. Greater facilities are now granted to students for the use of the library and taking out books, and have been taken advantage of.

Hostel system.

40. A new hostel for Hindu students was opened at the beginning of the session, with accommodation for 56 boarders, making a total provision, with the old hostel, for 113 boarders. The Ravenshaw College hostel system is specially worthy of imitation. It is based on a small endowment which enables the hostels to be self-supporting. Health and discipline were good.

Growth of the college.

41. The college is rapidly growing. There were 213 students on the 31st of March as against 183 the previous year. In spite of the new blocks added in 1896 and 1904, great need of more space is felt. The Principal writes :—

"Considerable additions have been made to the college buildings during recent years ; but our requirements are now so many and various that more accommodation is urgently needed. The removal of the Collegiate and Survey Schools to their new sites can alone put an end to our difficulties. * * We are badly in need of an examination hall, a suitable play-ground, better accommodation for all the college classes, affiliation in History, and quarters for the staff in the neighbourhood of the college."

Site for a new collegiate school building.

42. The measure which is first called for and which will give immediate relief is the removal of the collegiate school. A suitable site has been purchased, 6 acres in extent ; but money is wanted for building. The present congestion in the college and school buildings is serious, and as soon as funds are forthcoming the removal should not be delayed. The end desirable is the same as at Patna,—a single, self-contained arts college.

Hooghly College.

Difficulties arising from revised courses in the Madrasa.

43. The Hooghly College still represents unaltered the old composite system. It contains in one building an arts college, a madrasa, and a high school. Naturally there is congestion and inconvenience,—a state of things which has reached a specially acute phase with the introduction of the revised course of studies at the Madrasa, instituting 11 separate classes instead of 8. The Madrasa has an old-established title to be associated with the College building. Plans for the removal of the school were entertained as long ago as 1907. A large sum of money is required even for the acquisition of a site, and there has not been money.

Decline in numbers.

44. Numbers have again decreased from 149 to 117, a loss of 46 since 1906-1907 ; and this though the staff has been increased (to ten Professors and two Laboratory Assistants besides the Principal), and the laboratory fitted up for Intermediate Science. This may be partly due, as the Principal suggests, to the restriction of affiliation, consequent on the requirements of the new regulations ; but though there are no longer M. A. classes, there is a choice of five groups for the B. A. and eight subjects for Intermediate Arts, five for Intermediate Science, are taught. With concentration on these subjects and efficient teaching, the college with its other advantages ought soon to recover any present loss of numbers.

Work of the year.

45. In other respects the Principal, Mr. Das Gupta, who remained in charge to the end of the year, reports favourably of the college. In spite of the small numbers, the general activities of the college seem to have been kept up with a fair degree of energy.

Krishnagar College.

Advantages and low numbers.

46. In some respects the Krishnagar College has advantages over Hooghly : there is at Krishnagar, besides an ample college building, a spacious park-like compound : it has well-arranged laboratories and is affiliated to the B. Sc. Moreover, since the removal of the school in 1907 the college building and compound have been in sole occupation by the college. The numbers however remain very low; this year a total in all classes of 86 only, 2 less than last year.

Case for History teaching.

47 The Principal, Babu Devendra Nath Basu, has pressed strongly for the provision of History teaching, because with the present affiliation no complete degree course in Arts is possible except English, Sanskrit and Mathematics, and B. A. students can only take Physics or Chemistry at the cost of

excluding B. Sc. students from the laboratories. Similar difficulties are found in Intermediate Arts. It would seem, then, that the request of the Principal for the provision of History teaching is reasonable.

Work of the year.

48. In spite of the scanty numbers the Principal's report shows a fair degree of vigour in college life. Examination results were, as the Principal claims, distinctly good. In the B. A. Examination 2 out of 4 candidates passed in the A course, 8 out of 12 in the B course. In the F. A. Examination 17 passed out of 28, 1 in the 1st, 11 in the 2nd, and 5 in the 3rd Division, a percentage of 61.

Policy towards the Hooghly and Krishnagar Colleges.

49. In view of these dwindling numbers at the two smaller colleges, it becomes more than ever advisable to get clear ideas of what their future is to be and of what the Department's policy should be in their regard. One of two courses must be followed: either, as last year's report suggested in the case of Krishnagar, they must be reduced in scope or perhaps converted into schools of the new type advocated in Chapter IV, or they must be greatly strengthened, and the aim must be to make them important residential colleges with a view to withdrawing students from Calcutta and relieving the congestion of students there. There is much of weight to be said on either side. On the one hand, with numbers less than 100 at Krishnagar and not much over 100 at Hooghly, it may be reasoned that local requirements do not justify the great cost necessary under present conditions to keep up an arts college in even moderate efficiency. A small college has now become disproportionately more expensive than a large college. Hooghly last year cost Government over Rs. 30,000, Krishnagar about Rs. 25,000 which works out at Rs. 248 per student at Hooghly and Rs. 273 at Krishnagar, as against Rs. 242 at Patna and Rs. 145 at Presidency College. The considerations put forward in paragraph 57 of last year's report have thus lost nothing of their force. On the other hand, it was decided two years ago that these colleges as well as the Ravenshaw College were to have Principals in the Indian Educational Service. This implied that their status and aim were at all events not to be reduced. But more than that is advisable if they are to continue. Efforts must be made to raise their numbers to between two and three hundred. This could probably be done by increasing the staff and range of studies so as to secure a wider affiliation.

Sanskrit College.

Re-organization of the Sanskrit College.

50. Important questions as to the future of the Sanskrit College were in abeyance during the year, or rather pending under consideration. Like all other collegiate institutions, the Sanskrit College has come under review as a result of the stimulated educational activity of recent years, and is to be re-organized. A decision has since been reached and is taking effect.

The year's work.

51. In the meantime the year's work has gone on quietly and with fair success. In the Sanskrit Title Examination 5 students passed out of 12,—2 in the 1st Division and 3 in the 2nd Division: and it is noted that this is the first year in which candidates from the Sanskrit College have passed in *Mimansa* at this examination, namely the 2 who passed in the 1st Division and 1 in the 2nd Division. The other 2 successful candidates passed in *Kavya*. At the second Sanskrit Examination 7 passed out of 11: at the first Sanskrit examination 9 out of 16. These results are slightly below the average quoted in the last Quinquennial Review. For the M. A. Examination 8 candidates were sent up and 5 passed,—3 in the 2nd and 2 in the 3rd Division. For the B. A. Examination 1 Sanskrit College candidate appeared from Presidency College, where such students attend lectures in all subjects except Honours in Sanskrit. For the Intermediate Examination 7 appeared and 3 passed,—all, however, in the 1st Division. Two other candidates from the Sanskrit College appeared at the Supplementary Examination in December 1908, and both passed.

The fall in numbers in the English department.

52. But numbers in the English Department were still dwindling. There were 29 students only in this department at the end of the year as against 36 in 1907-1908 and 43 at the end of 1906-1907. The reduction in numbers since last year may be accounted for by the absence of M. A. classes (the staff not having as yet been strengthened sufficiently to secure affiliation under the new regulations), but there has been a decline from 88 since 1901.

It may, however, be confidently expected that the re-organization that is now being carried out and which will include the restoration of M. A. classes will counteract this tendency and bring numbers up again.

College life.

53. There is healthy activity on other sides of college life. The Sanskrit College has a remarkably good Students' Common Room and two Clubs in connection with it. On the occasion of Dr. Macdonell's visit to Calcutta a very finished performance was given of the Sanskrit drama *Malavikagnimitram*, admirably staged and acted. The historic connection of the college with Sanskrit learning in Calcutta and the growing value of its library make its vigorous re-organization and development of great educational importance.

Retirement of Mahamahopadhyaya Hara Prasad Sastri from the Principalship.

54. This short notice of the work of the year 1908-1909 must not end without a reference to the retirement from the Principalship of Mahamahopadhyaya Hara Prasad Sastri, who has done so much for the advance of Sanskrit scholarship in Bengal and the union of occidental critical methods with the exactness and thoroughness of indigenous Sanskrit learning. Mahamahopadhyaya Hara Prasad Sastri had held the Principalship since 1900, and during his tenure of office has done much to promote genuine research, and to improve the library as well as the better internal organization of the college. The close of his official career is a loss to the institution, but will not end his services to learning and research, which will be continued in a special appointment at the Asiatic Society of Bengal.

The Calcutta Madrasa.

The Calcutta Madrasa.

55. The Calcutta Madrasa holds the status of a college in respect of Arabic and Persian learning, but according to custom finds place in the chapter on the education of Muhammadans.

The Bethune College.

The Bethune College.

56. Similarly the Bethune College has rightfully a place here, but is usually treated in Chapter VIII.

Measure of advance in conformity with the new regulations.

Effects of the new regulations in Government colleges.

57. It was said at the beginning of this chapter that the work of the year had been the completion of adjustment to the new regulations. It would be convenient to take stock of the extent of the advance that has taken place in Government colleges under the pressure of these regulations and the impetus of the reform movement to which they were due. For Government colleges alone this demands a separate report. The general effects can only be glanced at in the space available here. In sum it may be briefly said that the colleges have been profoundly affected, and that a good deal has already been done or attempted in respect of (*a*) staff; (*b*) buildings, and especially laboratory accommodation; (*c*) equipment for science; (*d*) libraries; and (*e*) hostels.

Staff.

58. (*a*) The staffs of the Government colleges have in all cases been strengthened. At present the strengthening has been mainly one of number, and a not altogether satisfactory feature has been the tendency to make additional appointments of Professors and Science Demonstrators on relatively low salaries. The total increase of strength is indicated by the scheme for strengthening the staffs of Government colleges which has recently received the sanction of the Secretary of State. The new appointments number altogether 31, that is an average of 4·4 among seven colleges. All these appointments have already been filled provisionally if not permanently, so that numerically the staffs of Government colleges have already been raised to their full strength. Inasmuch, however, as 15 Indian Educational Service and 9 Provincial Educational Service appointments remained unfilled, it is not equally open to us to predicate advance in quality. In fact, there has in Government colleges been some measure of decline in recent years. For instance, whereas there should under existing arrangements be 9 appointments held by Professors in the Indian Educational Service at Presidency College, only 5 were so held in the year under review; and whereas at Patna the scale is 3, the number of appointments held in recent years has varied from 2 to 1.

59. (*b*) In respect of buildings the advance has been mainly confined to schemes of extension which will be presently considered. Hostels and houses for staff have been built at Patna. Two temporary laboratories have been constructed for Presidency College. Accommodation in this regard has been substantially increased at Patna and Krishnagar by the removal to other premises of the collegiate schools. Buildings.

60. (*c*) The most solid advance has been that in respect of equipment for Science teaching. In all Rs. 1,33,750 has been spent on the improvement of laboratories since 1906. The grants for apparatus and maintenance have been considerably raised. This amounts in sum to Rs. 47,340. There has also been in this last year a great increase in the grants for contract contingencies,—a rise from Rs. 10,392 to Rs. 23,775 altogether. Equipment for Science.

61. (*d*) Much greater attention has been paid to libraries. The library grants have been raised altogether by Rs. 2,920, distributed thus:— Libraries.

	Increase Rs.	Total Rs.
Presidency College	1,320	4,000
Patna College	700	1,000
Ravenshaw College	200	500
Hooghly College	200	600
Krishnagar College	200	500
Sanskrit College	300	900
Bethune College	Nil.	300

Besides this it is at all colleges recognized and inculcated that libraries are for use. Greater facilities are everywhere afforded for taking out books, and, in particular, reading in libraries is everywhere encouraged. The provision of facilities for reading in the library has increased, and the abolition of library deposits has removed an obstacle to (or excuse for not) using the privileges of the college library. Better provision has incidentally been made for subscription to scientific periodicals; and special grants have been made to Presidency, Patna, and Hooghly Colleges for the purchase of back numbers. This has been altogether a very important advance.

62. (*e*) Not much has yet been actually accomplished in the way of building new hostels except at Patna and Cuttack. Much greater attention has, however, been given to the regulation of the residence of students, and much has been done for the improvement of the internal organization of existing hostels. Hostels.

63. It is to be observed that most of these improvements go back to a period earlier than the new regulations: in fact the effort to improve Government colleges is rather a cause than an effect of University reform, and this should be recognised. The new regulations have given precision to the direction of effort and in some cases act as a spur; but the effort itself was in activity much earlier. Endeavour to improve Government colleges earlier than University reform.

Scope of further advance. The Extension Schemes.

64. The standard to which the colleges are now adjusted is the bare requirements of the University regulations. It has repeatedly been said—and said with truth—that Government colleges aim at more than this. It has been admitted in various ways that the accepted aim is the fully equipped residential college. It is advisable before leaving the subject to note what has not been done, that is unquestionably required, and what still remains to do, before the colleges attain to being what we now set before ourselves as the standard to be desired. In the case of the three leading colleges,—Presidency, Patna, and Ravenshaw,—this aim is now definitely embodied in "Extension Schemes." Measure of approach to the new ideal.

65. The Patna College extension scheme was the first to take shape in 1905. The Presidency College scheme dates its definite inception in its present form from May 1907, and its elaboration from January 1908. A Ravenshaw College extension scheme, though not as yet as definitely unified, exists in a number of projects which, if carried out, will have a similar effect,—the realization of a spaciously housed and completely equipped residential college. The extension schemes.

Progress of these schemes.

Patna extension scheme.

66. The Patna College scheme is in the main already carried out. Land has been acquired which links the grounds of the college to the grounds of the Bihar School of Engineering. Hostels have been built and also two houses, one for the Principal and one for another member of the staff. A large opium godown is ready for conversion into a gymnasium. The collegiate school has (at date) been removed from the college building; and when the new laboratories are built, the scheme will have been fully carried out and Patna College will be a complete arts college of the pattern sought.

Presidency College extension scheme.

67. The fate of the Presidency College scheme has been very different. It began as a proposal to remove the college to ampler spaces in the suburbs. This was abandoned as unwelcome to the classes most interested, and the scheme was worked out for development on the present site. It is a much larger scheme, containing sixteen separate projects, and vastly more costly. The land required was alone estimated to cost 11 lakhs. The scheme as a whole has been postponed indefinitely. Five bighas of land have been acquired (instead of 22) as a site for the new Physics Laboratory, and this is all that has so far been done. Plans and estimates for the building are, however, in preparation; and this project can go on as soon as it is possible to find funds. The land acquired affords room for one or more other buildings. Of several pressing needs it will be difficult to know which to put first: a college hall, hostel extension, quarters for the residence of staff, laboratories for Physiology and Botany. Each of these involves large expenditure, and the total outlay will be very great. While there is little immediate prospect of expansion on the scale designed, it may yet be hoped that in the fulness of time the projects may one by one be taken up and the scheme proceed towards ultimate realization in steady and orderly progress.

Ravenshaw College scheme.

68. Several schemes are under consideration for the Ravenshaw College. The first in importance of these is the building of a new collegiate school, the effect of which will be to bring to the college the benefit of much needed additional space. A Principal's house, the removal of the Survey School, and some extension and improvement of the compound are also contemplated.

The cost of collegiate education.

Further need of the Hooghly and Krishnagar Colleges.

69. The cost implied in all this is very considerable. Further, if it is decided to continue to maintain Hooghly and Krishnagar Colleges as arts colleges, similar schemes will be required at Chinsura and Krishnagar. The general question of the cost of collegiate education is one which merits special attention. It is, in view of the limited resources at present available for education, a common-place that too much is spent on colleges. The actual facts, carefully considered, do not altogether bear out this assumption.

The question of cost.

Table of comparative cost.

70. The following table shows (1) the total *direct* expenditure last year on each of the seven colleges managed by Government; (2) the income from fees and other sources; (3) the net cost to Government; (4) the average number of students through the year; (5) the total cost *per student*; (6) the net cost to Government *per student*:

Institutions.	Direct Expenditure.			Average number of students through the year.	Total cost per student.	Net cost to Government per student.
	Total.	Fees and other sources.	Net cost to Government.			
	Rs.	Rs.	Rs.		Rs.	Rs.
Presidency College ...	2,01,664	1,01,399	1,00,265	690	292·3	145·3
Hooghly „ ...	39,439	9,150	30,289	122	323·3	248·2
Krishnagar „ ...	31,289	6,709	24,580	90	347·6	273·1
Patna „ ...	55,555	13,826	41,729	172	323·0	242·6
Ravenshaw „ ...	38,730	8,665	30,065	147	263·5	204·5
Sanskrit „ ...	25,709	796	24,913	30	857·0	830·4
Bethune „ (for women). ...	22,252	1,300	20,952	36	618·1	582·0

71. From this it appears that at the present time and relatively to numbers taught, the cheapest education is given at Presidency College, the dearest (among ordinary arts colleges) at Hooghly and Krishnagar. The Sanskrit College and the Bethune College stand on a different footing, and though the cost of education is in these two colleges out of all proportion greater, it must be estimated on different principles. Comparative costliness of education at different Arts colleges.

72. It would be no small advantage, in view of the general educational position, if some rough scale could be settled of a reasonable *limit* of expenditure from public funds in the case of each of these colleges. The recent constitution of Governing Bodies with limited, but independent, powers of control opens up new possibilities. If the Government contribution were ultimately treated as revenue from endowment, the funds so provided might be administered absolutely by the Governing Bodies, subject to the double check of audit and publicity, but free of the embarrassment of reference to a higher sanctioning authority for particular items of expenditure. This would be financial autonomy. Such a development is even foreshadowed by the rules already approved in respect of Presidency College. If the possibility of such a development may be entertained as already within the sphere of the practical, the following scale might be suggested as not unduly extravagant: for Presidency College 3 lakhs; for Patna and Cuttack 1 lakh each; for Hooghly, Krishnagar, the Sanskrit and Bethune Colleges each ½ a lakh: total 7 lakhs. If this were agreed upon, gradual expansion to these limits might be accepted as economically permissible. It is to be noted that the figures given in the table above represent *direct* expenditure only, or expenditure on yearly upkeep. No account is there taken of indirect expenditure, that is capital outlay on buildings and equipment, often very considerable, but incurred irregularly. All expenditure, direct and indirect (with the sole exception of scholarships), would, in the view here presented, be met from these incomes, except in circumstances so exceptional that they need not for present purposes be considered. Development and limit of cost. Suggested scale of endowment.

73. The advantages of an ultimately autonomous administration would be, firstly, the great simplification of control. The Governing Bodies would administer their revenue to meet, first, the various necessary expenses of up-keep, and would reserve any balance left over for improvements. Secondly, there would be advantage in respect of free development. Those immediately responsible for the welfare of the college and in close touch with its working conditions would, subject to the general regulation of the University, be able to manage expenditure with regard both to present needs and future development. The most important effect, however, would be the growth of a full sense of financial responsibility, which will otherwise be lacking, in the Governing Bodies themselves. They would be free to assign the margin of income beyond necessary expenditure according to their perception of the best interests of the college; but would be definitely limited for all purposes by their actual revenue, which is a natural and wholesome check. In homely phrase they would learn to cut their coat according to their cloth. This is in contrast with the present system, under which demands are made quite irresponsibly on a source of supply apt in unreflecting imaginations to appear as unlimited. Such demands can, of course, as things are, be rejected; but time is often wasted over the consideration of proposals which would never be made if the rigidity of the financial limit were clearly in view when they were put forward. There would be the further advantage that thrift, and good management, and self-denial would bring their natural reward in a bigger surplus for free expenditure or for investment with a view to schemes of future development. These propositions doubtless wear a revolutionary appearance; but the possibility of such autonomy is distinctly opened by the creation of Governing Bodies and by the power to be conferred upon them. Meantime it would be a gain if the expansion of expenditure up to some definite limit were accepted as reasonable. Autonomy.

CHAPTER IV.

SECONDARY EDUCATION FOR INDIAN BOYS.

74. Secondary education in Bengal has reached a critical era in its history. Attention has been effectually called to the importance of improving secondary schools of all kinds; the extent of existing deficiencies is now clearly recognized and their remedy is being diligently sought. Two great measures of relief have been devised. Both reached a culminating point before the end of the year under review. Both are in suspense. The one is the scheme for the general improvement of secondary education elaborated by the Government of Bengal. The other is the scheme for a School Final Examination.

Schemes for the Improvement of Secondary Education.

Scheme for general improvement.

75. The scheme for the improvement of secondary education owes its inception ultimately to the recommendations of the Simla Conference of 1901, and more directly to certain suggestions made by the Government of India in a letter dated in October 1906. At the instance of this letter searching enquiries were instituted by the Government of Bengal, and finally a conference was held in December 1908 and January and March 1909 under the joint auspices of the Governments of Bengal and of Eastern Bengal and Assam. The conclusions of this conference were recorded in a note on which the scheme for the improvement of secondary education has been based. The scheme is a large one, co-extensive with the whole field of secondary education as understood in this chapter. Starting from the position that the chief cause of the insufficiency of the schools is weakness and incapacity in the teachers, and that low pay and poor prospects are responsible for this weakness, it directs its efforts first and mainly to the improvement of staff. It accordingly advocates the acceptance of standard scales for the staffing and contingent expenses of high, middle English and middle vernacular schools respectively, differing again according as they are publicly or privately managed. In case of privately managed schools it is proposed that Government should bear three-fourths of the *additional* cost of accepting the standard. The scheme is thorough-going and comprehensive: if adopted it would constitute a great and simultaneous advance in all the secondary schools of the province. It is inevitably costly. The annual expense is estimated at 16 lakhs. Beyond this the further needs of the schools in respect of improved buildings and equipment are glanced at, but not worked out in detail: but the need of capital expenditure by Government to the extent of Rs. 12 lakhs at the least is indicated as probable. In submitting the report which outlines this scheme the Government of Bengal expressed the hope that the Government of India would make an assignment to Bengal of the large recurring expenditure involved, as the only condition on which the carrying out of the scheme would be possible. The scheme was sent to the Government of India in June of last year: the Government of India's reply was received in February of this year. The Government of India, while approving the general lines of the scheme, are unable to acquiesce in the view that the scheme should be wholly financed from Imperial revenues, and make suggestions for reducing the cost. This is how the matter rested at the end of the year under review. The difficulty will be how to modify the scheme so as not to sacrifice one of two essentials: the one being the principle that *all* secondary schools, including those under private management, are to be simultaneously raised; the other that the standard is not so depressed as largely to stultify the reform intended.

School Final Examination.

76. A School Final Examination was another of the recommendations of the Simla Conference. It has long been acknowledged that the want of some alternative to the Entrance Examination as the goal of the high school course had had a prejudicial effect on secondary education. The enquiries instituted on the impulse of the letter of the Government of India of October 1906 brought out the fact that opinion as to the desirability of a Final School Examination was unanimous. The active consideration of the subject was postponed for various reasons till the end of 1907, when a Committee was appointed to scheme out courses of study for the four higher classes

of high schools, alternative to the Entrance course, as a preliminary to the organization of the examinations. The Committee held its first meeting on January 14th, 1908, when the general basis was settled and five sub-committees were appointed to work out syllabuses in particular subjects. A second meeting was held in August, a third and final meeting on September the 1st, 1908. A complete scheme of five alternative groups was then ready; but it remains to construct the machinery for holding the examination, the problem of most difficulty. The attempt to solve the problem has for the present been postponed.

High Schools and their Improvement.

77. In face of this abortive outcome of so much strenuous planning it is impossible to avoid some sense of frustration. It might seem that after all nothing had so far been accomplished. This impression would be erroneous. Something is gained even in the position reached as regards these two suspended schemes. At the same time in every division much quiet readjustment has been going on, partly as a result of the generally awakened interest in schools, partly under the direct impulse of the University. A systematic inspection of the high schools was carried out on behalf of the University mainly by officers of this department through the latter half of 1907 and the first three months of 1908. In every case the schools' fitness for recognition, whether publicly or privately managed, has been carefully examined, and the results are embodied in a series of reports which fill two stout volumes. We now know more accurately the actual extent to which schools are defective and the nature of the deficiencies. The reports bring into relief the more serious deficiencies of every school and lay down conditions of recognition by the University. This is undoubtedly acting as an efficient spur to effort not only in the case of privately managed schools, but of those also which are administered by the department. We are not able to remedy all defects immediately, but we are more conscious of their existence and more uncomfortable in acknowledging inability to rectify them. Everywhere also *something* is being done, though not all that is required. The inner adjustment to the higher standard has thus been working universally throughout the year, and there has been some advance all along the line. The year's advance in High Schools.

78. This process may be illustrated from the Inspectors' reports. The clearest witness comes from Rai Bahadur Madhusudan Rao, Officiating Inspector of Schools, Orissa, who writes:— Effects of inspection for the University.

"The chief feature of the year in reference to the working of high schools is the undoubted awakening, in the managing authorities, of a keen sense of responsibility in the matter of complying with the requirements of the University. The benefit arising out of the systematic inspection instituted by the University cannot be exaggerated. Improvements along the lines indicated by the University are being carried out in all our high schools, managers finding and laying out as much money as they can be expected to spend on them."

79. Mr. J. A. Cunningham writes to the same purport from Chota Nagpur, but more critically:—

"As a result of the new requirements for the improvement of secondary education, more attention is being given to the accommodation, furniture, teaching, appliances and to the strengthening of the teaching staff in both high and middle schools; but for want of funds a very large number of schools, chiefly of the middle class, have yet benefited little from the movement; they are, as reported in previous years, in many instances miserably housed, insufficiently staffed and lacking some of the most elementary appliances."

80. The general account above given is borne out by the figures. High schools have actually decreased in number by 2. The number of scholars on the rolls on March 31st of this year had increased by 2,228 over the number on the same date last year. The expenditure on high schools has increased by nearly a lakh and a half; in exact figure, by Rs. 1,42,575. These figures may be regarded as satisfactory. They mean that a certain number of weak schools have been closed and that the number of new schools is very limited. It is certainly not desirable that new schools should come into existence until the existing schools have been greatly raised in efficiency. Probably it would have been really a gain if the number of weak schools eliminated had been greater; Statistics for High Schools.

but the authorities cannot be blamed for dealing tenderly with institutions already established and struggling to maintain themselves. On the other hand the increase in number of pupils is wholly satisfactory: it means relatively higher numbers at individual schools, and up to a judicious limit this is all gain; for up to this limit a school works better with full classes and the increase in fees is an aid to higher efficiency. Probably the most favourable numbers for a high school are 300 to 400: and this limit is not reached, for the average works out at 208. The average cost per pupil has risen from Rs. 24·2 to Rs. 25·98, an increase of Rs. 1·78. This is the most satisfactory sign of all. The total number of schools is now 388; the total boys under instruction 80,795.

Influence of Training Colleges.

Influence of Training Colleges.

81. Another development during the year, which, though only just now begun, may be expected to exercise more and more every year a steady influence towards higher standards of work, is the establishment of the two training colleges for high school masters—the David Hare Training College in Calcutta and the Patna Training College at Bankipore. An account of these institutions more fitly finds place in Chapter VI. The influence which it is hoped the training colleges may exercise is well expressed by the Inspector of Schools, Patna Division (Mr. Preston):—

"The presence of an enthusiastic trained head master or assistant head master will, I have little doubt, be immensely beneficial to the school. The efforts of the inspecting officers in the course of their occasional visits to induce the teachers to discard their antiquated methods and adopt a more scientific mode of teaching can naturally have but little permanent effect, and much is to be effected from the careful and persistent instruction and suggestion given by a trained head master."

Ranchi High School.

82. I cannot leave the subject of high schools without referring to one experiment of the highest interest which has been going on during the year. One of the suggestions of the Government of India in their letter of October 1906 was that in each division there should be one school under a head master in the Indian Educational Service. As a first instalment towards the carrying out of this suggestion in April 1908 Mr. L. Tipping was appointed Head Master of the Ranchi Zilla School. The report of the school just received seems to show that the experiment has been justified. Two points will sufficiently illustrate this. In 1907 there were 27 boys on the rolls of the 1st class, 12 were sent up for the Entrance Examination and of these 8 passed; 1 in the first, 4 in the 2nd, and 3 in the 3rd division. In 1908 there were 17 boys in the 1st class: 12 were sent up, 11 passed; 2 in the 1st, 5 in the 2nd and 4 in the 3rd division. This year there were 14 in the class, 14 were sent up, 14 passed; 7 in the 1st, 6 in the 2nd, 1 in the 3rd division. To those who can interpret these figures they speak volumes. Of discipline and moral training the Head Master reports:—

"The discipline of the school has been good throughout the year, and there has been no case of serious misconduct. Boys have been more regular and punctual during the last half year, and the Union Jack awarded each month to the class with the best average attendance is keenly coveted. No direct attempt at moral training by means of set lectures or books has been attempted, but opportunity is taken from time to time, as occasion arises, to impress on boys the importance of being truthful, upright and courteous. The boys on their part appear most ready to respond to such appeals."

This statement also is full of significance. There is no greater gift we could give to India now than high schools of high tone and quality. The marvel is that the attempt has not more consistently been made before, because, if there was one educational gift which England had to give to India, it was the pattern of her schools. Aligarh has grasped this truth and aims at the reality. If we appreciate all that is involved we shall not grudge Indian Educational Service officers—if we take care to get men of the right stamp—to high and zilla schools.

Need of a higher type.

83. I will even go further. We want an altogether higher and scholastically more advanced type of school. A suggestion of such a type was made in the Report of the Commission of Inspection for the Calcutta University in 1906, a new kind of collegiate school formed by the transformation of a weak second grade college or the combination of such a college with its associated school.

Events have since ripened the opportunity. Ranchi manifestly offers one; Krishnagar possibly affords another. A certain preparation of the public mind is necessary: it must be recognized that a strong school is a better and higher institution than a weak college: and the dignity and importance of the head master's office must be seen not to fall below that of the college professor. The spectacle of one or more head masters in the Indian Educational Service would contribute sensibly to such a change of view, particularly if the advance of the schools so conducted in efficiency and fullness of life were evident, as appears in the present case.

Middle Schools.

Statistics for Middle Schools.

84. Turning now to middle English and middle vernacular schools the figures show that the former have increased by 19 and the latter have decreased by 14. The increase of pupils in the middle English schools is 4,807; while in the middle vernacular schools in spite of the net disappearance of 14 schools, there is an increase of 48 pupils (the totals being 406 schools and 24,538 pupils for 1907-1908; 392 schools and 24,586 pupils for 1908-1909). The contrast with totals of the middle English schools have also an interest: schools 677, pupils 50,715, for 1908-1909; schools 658, pupils 45,908, for 1907-1908.

Tendency to decline in Middle Vernacular Schools.

85. These figures are all significant. The interpretation is plainly given by Mr. Prothero writing of the Bhagalpur Division:—

"There is no gainsaying the fact that for the reasons stated in the last divisional report on education the middle English institutions have been not only holding but steadily gaining ground. The guardians of students actually even prefer a school in which only a smattering of English is taught to an efficient vernacular institution. So strong is this desire, that the attempts to teach English, even in some of the primary schools, had to be put down and the respectable residents of Maheshwari in the Monghyr district were struck with consternation when, on their application for permission to teach English in the local upper primary school, they were told by the Additional Inspector of Schools that this would not be done under the rules. It appears that middle vernacular schools are doomed to a slow decline."

The significance of this tendency, if, as the figures appear to show, it may be generalized, is heightened by certain remarks of Mr. Preston on the same phenomena:—

"Middle English schools are for the most part privately managed institutions started and kept up by local enterprise and by a desire on the part of the villagers to give their sons the rudiments of an English education. These schools are, in my opinion, very much inferior to the middle vernacular schools in efficiency, and the English learnt in many of them has to be unlearnt when a boy goes on to the high English school. . . . In a middle vernacular school under a vernacular head master of long experience a boy gets a much better all-round training, in spite of the fact that he leaves the school without that smattering of English which he would have gained in the middle English school."

Policy to be adopted by the Department.

86. On these facts it would at first appear that the right policy for the Department was to sustain the more efficient type of school and resist the blind and ignorant preference for anything that calls itself English education. Deeper consideration will probably lead to a different conclusion. The movement needs to be very carefully watched. The flood tide of English education has set in, and while it flows it is useless to resist it. If there should be no ebb, the only course will be to concentrate effort upon strengthening and improving the middle English schools and seeing that the teaching of English in these schools reaches a respectable standard. The relative cost of education at each type of school is also not without interest: at a middle vernacular school the cost for the past year was Rs. 8·98 per scholar: at the middle English school it is Rs 12·37.

Examinations and Scholarships.

The Matriculation Examination.

87. For the Matriculation Examination of 1909, 5,569 candidates appeared, of whom 28 were girls, and 3,398 passed, 15 of these being girls. In the previous year 3,789 appeared and 2,258 passed.

The Primary Examination.

88. For the Primary Examination, held at the end of Standard VI, 11,061 candidates appeared (174 girls), and 8,424 passed (134 girls). Dissatisfaction with this examination as now conducted continues. The complaints are that

the absence of public examination leaves the school without the incentive of healthy emulation, and that the examinations held locally at the schools are too slackly conducted and wholly wanting in uniformity of standard. The general feeling appears to be voiced by the Inspector of Schools, Chota Nagpur (Mr. J. A. Cunningham), when he says:—

"Under the present conditions there is little hope of the examinations being a uniform test of progress."

The Inspector of Schools, Bhagalpur (Mr. Prothero) writes:—

"If it was expected in 1901 that the abolition of the examination would discourage cram and parrot-like repetition, the object has not been attained. A *vivâ voce* examination held subsequent to the written examination would have served the purpose better. The public opinion about the value of certificates after a departmental examination may be due to a sentiment; but it is a sentiment that will have to be considered sooner or later."

The percentage of success is certainly high everywhere: in the Patna Division it reaches 89·5 and is nowhere lower than 68·8 (Chota Nagpur).

Remedy proposed.

89. The Inspector of Schools, Burdwan (Mr. Lambert), thinks it desirable that in the conduct of the examinations the masters and managers of the schools should be replaced by the officers of the Education Department. This would even appear to be necessary.

Middle Scholarships.

90. As regards the award of middle schoolarships the system in vogue by which candidates are selected from high and middle schools to compete for them has worked fairly satisfactorily. The opinion is however expressed by Mr. Prothero and Mr. Preston that the competition should be confined to middle schools. Mr. Prothero also advocates raising the value of the scholarships. This last question was referred two years ago to inspectors for opinion, and the result was consensus that they should be raised in value from Rs. 4 to Rs. 5.

General Statistics.

Totals for secondary education for Indian boys.

91. The grand totals for secondary education of all three kinds are 1,457 schools, 1,56,096 scholars; a net advance of 3 schools and of 7,083 scholars. The total cost has increased from Rs. 26,24,413 to Rs. 27,97,584, a difference of Rs. 1,73,171. This fact speaks for itself.

This increase of expenditure is distributed as under:—

	Rs.
(1) Provincial Revenues	45,613
(2) District Funds	5,788
(3) Municipal Funds	2,241
(4) Native States Revenues	4,551
(5) Fees	92,050
(6) Endowments, Subscriptions	22,928
Total	1,73,171

CHAPTER V.

PRIMARY EDUCATION FOR INDIAN BOYS.

Scope of the chapter.

92. An account of the leading features of primary education in Bengal and of the scope of this chapter will be found in the corresponding chapter of the last Quinquennial Report. General conditions have not altered much. An annual report merely records changes and aspects that have drawn attention during the year under review.

Extent of primary education.

Pupils attending primary schools for boys.

93. The total number of pupils receiving instruction in primary schools for Indian boys is now 10,31,563 or just over a million: 9,66,146 boys and 65,417 girls. This is an increase of 48,309 since last year: of 34,946 boys and 13,363 girls. Of these totals 1,54,025 boys and 6,723 girls were in upper primary schools; 8,12,121 boys and 58,694 girls in lower primary schools.

94. In the above figures no account is taken of girls' schools, which are treated separately in Chapter VIII, and which also contain a small number of boys. This complicates statistics and makes it difficult to represent the extent of primary education simply and accurately. A further complicating circumstance is that this chapter commonly takes account also of children receiving instruction in the primary classes of secondary schools. When the pupils at this stage of instruction in secondary schools are added in the total is 12,01,125; and of these 10,58,507 were boys, 1,42,618 girls. The totals show an increase of 40,868 boys and 12,424 girls: altogether of 53,292. The figures for 1907-1908 were: boys 10,17,639, girls 1,30,194, making a total of 11,47,833. Extent of primary education.

95. The figures last given work out for 1908-1909 a proportion of 14·9 *per cent.* of the children of school-going age. The percentage of boys in the primary stage of instruction to boys of school-going age is 26·5 and that of girls similarly to girls of school-going age is 3·5. The corresponding percentages for 1907-1908 were 25·4 and 3·2 respectively. Proportion to children of school-going age.

96. The total number of primary schools, recognized as such, is 34,472; this is 518 more than last year, when the total was 33,954. Of this year's total 31,269 are lower primary and only 3,203 upper primary. Upper primary have increased by 114 since last year; lower primary by 404. Schools.

97. There are reckoned to be 1,50,148 towns and villages in Bengal: the proportion of schools to villages is consequently 1 to 4·4. This is the same proportion as in 1906-1907: see paragraph 259 of the last Quinquennial Report. Proportion of schools to villages.

98. The mass of these primary schools are of an absolutely primitive character as to buildings and equipment. Roughly speaking the upper primary have generally buildings of their own tolerably well equipped: the lower primary have neither buildings nor equipment. School buildings and equipment.

99. The average cost of an upper primary school was Rs. 200, of a lower primary school Rs. 69-8. Last year the figures were Rs. 187·8 and Rs. 70·5 respectively. The average number of pupils in a school was for upper primary 50: for lower primary 28. Consequently the average cost per pupil is for upper primary Rs. 4 for lower Rs. 2·5. Average cost.

Teachers and their Remuneration.

100. One thing in regard to primary education in Bengal stands out clearly from the reports of divisional inspectors and takes precedence of all other considerations: this is that the immediate endeavour should be to raise the conditions of employment for teachers in primary schools so as to ensure them the means of tolerable livelihood. This is not secured to them under present conditions and, in consequence, the very possibility of sound and efficient elementary education is excluded. The Inspectors speak with no uncertain voice and on this point all are agreed. For instance of the Presidency Division it is said by Mr. Mukherji:— Views of inspectors.

"The average earning of a lower primary *guru* was Rs. 6-6 per month, that for an upper primary teacher Rs. 13-8. These amounts shew a state of things hardly conducive to efficient teaching. The result is that people who can get better employment elsewhere would not take up teaching as a profession."

Of the Burdwan Division Mr. Lambert writes:—

"The system in general is working well, but to make it quite satisfactory the funds allotted to primary education should be considerably increased. The average remuneration from public funds of a *guru* of an aided upper primary school is Rs. 45 a year, or Rs. 3-12 per month, and of a *guru* of an aided lower primary school Rs. 16 annually, or Rs. 1-5-4 per month, which are far too low to content the majority of *gurus*; *such a miserable pittance is barely sufficient to keep its recipients above starvation.*"

Of Orissa Mr. Rao says:—

"The present system of payment to *gurus* by subsistence and further allowances is admittedly an improvement on the system of payment by results which it has superseded, but it cannot be fully successful *so long as the allowances continue to be so low.* The rates of stipends given to the majority of lower primary schools vary from annas 8 to Re. 1."

And he adds a very striking statement of the factors that make for inefficiency:—

"These schools are weak and inefficient, and *have no stability in them.* They are often found to be closed after a few months' existence and the stipends that consequently fall

vacant have to be transferred to other schools, which in their turn are abolished some time in the following year. Thus, the grants are transferred from school to school without benefiting any school or effecting any improvement."

The Inspector of Schools, Chota Nagpur, Mr. J. A. Cunningham, represents the poverty of the teachers and its consequences in even stronger terms:—

"The so-called subsistence allowance, not exceeding Rs. 2 a month in the majority of lower primary schools, can hardly suffice to provide a full meal once a week for the *guru* and his family. *From day to day and from month to month he lives on the verge of starvation*, and he not infrequently yields to the stronger temptation of other more profitable sources of income, and closes his school for an illicit vacation of uncertain season and indeterminate duration."

And again:—

"It cannot be regarded as wonderful if the poor allowances given to the *gurus*, not amounting in many cases even to Rs. 2 a month, have created disaffection among them, and they do not seem to care very much whether or not they remain at their posts. Even those who are miserable or foolish enough to hang on, present so sad a spectacle of dejected humanity that no father who cared for the welfare of his children could willingly allow them to fall under the depressing influence of such schoolmasters."

A more judicial summing up of the good and bad points of the system comes from the Patna Division, which serves however to confirm what has already been quoted of the inadequacy of reward and its disastrous results, and shows further how this inadequacy of payment stands fatally in the way of our attempts at improvement by other means, such as the strengthening of the inspecting staff and building *guru*-training schools. Mr. Preston writes:—

"There is no doubt that the stipendiary system has placed the primary schools under greater control of the departmental officers, who have now various means of enforcing orders and exacting more substantial work. The considerable increase in the number of sub-inspectors would have, under the altered circumstances, resulted in the desired amount of efficiency in the primary schools had it not been for the poor remuneration granted to the *gurus on account of the very inadequate funds available* for the support of primary education. The inability of the subordinate officers to allow higher rates of stipend not only fails to secure the services of capable teachers, but renders futile all their attempts to introduce reforms in the primary schools, the teachers of which turn a deaf ear to all instructions and sometimes resent interference with their long practised method of working, being conscious of the fact that they can ignore departmental orders with impunity, as no better men can replace them, their emoluments being so trifling. It is very desirable therefore that sufficient funds be set apart for primary education, so that efficient teachers may be entertained."

The present system of payment

101. Two conclusions thus stand out clearly from this year's reports—(1) that the system introduced since 1902 is on the whole an improvement and opens the way to much greater improvement, (2) that the poor remuneration offered to the teachers by their profession, even with the aid of the allowances granted under the system, stands in the way of the realization of the improvement that is possible and keeps primary education in what is still a lamentable state of backwardness and inefficiency. A troublesome complicating circumstance is brought out by the Inspector of Schools, Bhagalpur Division, Mr. Prothero, who writes:—

"The people have yet to understand the principles underlying the present system of payment to primary schools. As soon as an amount is paid to a guru, as a subsistence or a deferred allowance, *his income from private sources falls off more or less*, as some of the parents and guardians are of opinion that a payment from one of the public funds absolves them from making any payment themselves to the *guru*. It is this which makes many *gurus* unwilling to receive any assistance from any of these funds."

This throws a very significant side-light on the general problem, but the fact itself is baffling.

Remedies.

102. The picture of the state of primary education presented by these quotations from the reporting officers is a distressing one, and it is plain that it must be one of the main concerns of the Department in the years next ensuing to find means to benefit the primary teacher more effectually and to make the conditions of his employment consistent with self-respect and consequently with good work.

One other touch is added from Burdwan:—

"The most striking feature in connection with the payment to *gurus* is that, with the rise in the number of primary schools, so far as those under the District Boards are concerned, there is no increase of the primary allotments of the District Boards. This results *in a gradual reduction in the earnings of a guru from public funds and the consequent decrease in his*

total income from all sources. The circumstances of the *gurus* become gradully straitened, the better class among them, who used to earn handsome amounts under the old system in former years, now work half-heartedly or betake themselves to other means of livelihood."

It thus appears that the extension of the area of primary education from year to year is in some respects a doubtful gain, and the increase in the year with which this report deals of 518 schools for boys and of 48,309 scholars, so far from being necessarily a matter for congratulation, should be regarded with a certain uneasiness. For it may be laid down that one good school efficiently conducted outvalues a hundred poor and inefficient schools; and that a good school is one in which something of real value is really taught. It appears at the present time to be first and foremost a question of funds. Unless funds can be provided for a very large increase of expenditure on primary education, it would appear that the remedy for the state of things revealed in the foregoing portion of this chapter must be sought in the limitation or even in the contraction of the area of primary education, so far as aided from public sources. This remedy is actually suggested by Mr. Rao, one of the most experienced among the reporting Inspectors, who writes plainly:—

"The present state of finances will not allow of an increased grant being made for primary education. The only possible remedy is therefore to increase the rates by reducing the number of aided schools, and in my opinion it is better to have fewer well-managed schools than to have a large number of inefficient and weak institutions."

Regularity of payment.

103. Means must also be taken to ensure that the State aid, great or small, reaches the beneficiaries promptly and regularly. There have been complaints of tardy and irregular payment, and a circular was issued by the department early in March of this year, calling attention to this and asking the co-operation of District Officers and District Boards. Seeing that payment is in almost all cases by postal money order, there can be no excuse for delay and irregularity when once the amount of the assistance has been fixed. Moreover, as at present, there are no detailed rules regulating on principles the distribution of the grant, draft rules were circulated in July last for the opinion of Inspectors. These, when brought into force, should do much to secure improvement. So far as punctual distribution depends on the subordinate inspecting staff, Inspectors should give the whole matter their most careful attention and report at the close of the current year how far matters have improved. As it depends in part also on the District Board offices a suggestion made by Mr. Prothero might with advantage be taken up and acted upon. He writes:—

"As the Inspectors have no means of knowing at first hand whether the subsistence allowances are punctually paid to *gurus* and can at present only ask the Deputy Inspectors to report on the subject, I beg to suggest that the Inspectors should be permitted to inspect District Board Education accounts."

A living wage.

104. We plainly ought not to rest until we can succeed in securing for this important class of teachers, many times the most numerous engaged in educational work, such remuneration as may at least place them above the most sordid kind of want. It is not easy to fix a standard, but if one took Rs. 10 as the minimum earnings for an aided lower primary school when reasonably efficient, and Rs. 15 for an upper primary, I do not think the estimate can be called extravagant.

The revised course of studies.

Difficulties attendant on the introduction of the revised syllabus.

105. Another aspect of the problem which affords food for grave reflection is suggested by the Inspector of Schools, Chota Nagpur. It concerns the introduction of revised courses of study, which is to take effect for primary schools in 1910. Mr. Cunningham writes:—

"The aim and object of primary education has for some time past been recognised as practically limited to the imparting of the three R's in their most primitive garb to the masses and perhaps, incidentally, so to help them in resisting the tyranny of the money-lender. A new departmental syllabus is, however, now making an attempt to follow the more ambitious paths of a general, soul-expanding education, such as has of late become fashionable in more progressive countries. The attempt, if indeed it can seriously be regarded as such, is foredoomed to failure, unless it can be backed up by a far more vigorous propaganda than there is any sign of at present. * * * * * * "

This at least indicates a danger that ought not to be lost sight of. Unless we can very greatly raise the quality of the teachers, and that speedily, the introduction of the new curricula is little likely to prove beneficial.

Improvement of the System of Primary Education.

Effort and success.

106. But it would be a mistake to suppose that nothing is being done to meet the new situation. After having faced the more discouraging facts of the present time it is a relief to turn to the more hopeful elements in the problem.

Agreement in approval of the new system of aid.

107. It has already been shown incidentally that the Inspectors regard the new system of aiding primary schools as a decided improvement on the old. It is consoling also to find that Mr. Prothero, an officer of ripe experience, can say of primary education in his division even under present conditions of working:—

"Considering the inadequacy of their income the efficiency attained by primary schools is astonishing."

Increased expenditure.

108. Further it is fair to recognize that it—primary education—has expanded at about the normal rate of increase: the total expenditure of 1908-1909 shows an increase of Rs. 66,118, and the expenditure from public funds alone of Rs. 76,968 (for expenditure from private sources shows a decrease of Rs. 10,850), which nearly, if not quite, balances the increase in schools and scholars; *but not more than balances*, so that, viewed from the present standpoint of quality, there has been no advance, but merely a holding of the ground. It is also not without significance that the average cost of a lower primary school—and the great bulk of schools are lower primary—has actually decreased from Rs. 70·5 to Rs. 69·8, a decrease of 11 annas per school.

Improvement in Teachers' qualifications.

109. Taking next the formal qualifications of the teachers (needless to say that qualifications at their best are but low, including 61 teachers who have passed the Matriculation and one who has passed the old F.A. examination): the total number of teachers is 37,402, an increase of 773 over the preceding year: of these 37,402, 2,710 are returned as trained, a gain of 225; 12,319 had passed the Lower Primary examination as against 11,813 in the preceding year; 9,791 are returned as having no qualifications as against 10,071 returned as without qualifications in 1907-1908, an advance of 280. This is no very striking improvement, but it is improvement. It is to be noticed that the *increase* in trained teachers is relatively less than in 1907-1908, which showed an advance of 500 over 1906-1907. This probably only means that the increase in 1906-1907 was the immediate effect of the great expansion of *guru*-training schools in that year, and that proportionate increase cannot be expected to be kept up.

Training of elementary teachers.

110. Above all a large scheme has been initiated, and was in active progress during the year, for greatly extending and improving the organization for triaining primary teachers, thus directly anticipating the introduction of improved curricula. The history of the *guru*-training school, which is so closely associated with the questions discussed in this chapter and cannot indeed be separated from them, more appropriately finds place in the chapter next following. It is this, however, which constitutes the deliberate present effort of the department to cope with the problem of improving primary education, and it is on these schools that the bulk of the increased funds granted to primary education has been spent.

The Teachers' Manual.

111. Another organized attempt to provide for the introduction of the new courses has been the preparation of a Teachers' Manual for Primary Schools, the *Junior* Teachers Manual. This is a complex undertaking, for it has involved the concerted labour of 21 writers and 58 translators, working under the general direction of a Committee with the Department as the agency for carrying the decisions of the Committee into effect. The preparation of the various sections was well forward at the close of the year under review, and the onerous responsibility of editing the whole had been accepted by Mr. P. Mukherji of the Indian Educational Service. There is reasonable expectation that the Manual will be ready against the introduction of the new syllabuses for Infants and for Standard I in 1910. The original sections have been written some in English, some in Bengali. The English sections have to be translated into Bengali and the whole into three vernaculars—Hindi, Urdu and Uriya.

The Vernacular Readers and the new Arithmetic books will also, it is hoped, be ready by the beginning of 1910.

The whole subject of the revised courses of study, their aim and the hopes and fears entertained in respect of them, is admirably treated in the Third Quinquennial Review of the progress of Education in Bengal, paragraphs 306-313. The Teachers' Manual is of cardinal importance, as it is designed to give to the primary teacher that practical help in teaching on the new lines which he will so sorely need.

Night Schools, Continuation Schools and School Post-Offices.

112. There is nothing new of importance to be said of these institutions. Continuation schools are found only in the Presidency Division and Calcutta. There is an increase in the number of night schools, but it is confined to the Burdwan Division, where the number rose from 240 to 292, and there was an increase of 723 pupils attending them. Elsewhere there is a slight decrease in the number of schools and in Orissa of pupils also. The night schools serve a useful purpose in a small way and abuses in respect of the system appeared to have been checked. School post offices were greater last year by 24. The system though not without objection, is generally spoken of with approval, as it increases poor schoolmasters' earnings. These institutions are all fully described and discussed in Mr. Hornell's Quinquennial Review, paragraphs 299-305.

Night-schools.

School Post-Offices.

Finance.

113. It is so obvious that more money, much more money, is wanted for primary education that little need be said about it. The difficulty is the provision. Any advance that is possible from year to year will be matter for thankfulness; to attempt to cope with the problem as a whole scarcely as yet comes within the sphere of the practical.

Difficulties of providing adequate funds.

114. In this connection, however, the contrast pointed by Mr. Orange in the 5th Quinquennial Review of the Progress of Education in India, page 105, paragraphs 307 and 308, may usefully be called to mind. In the year 1906-1907 the Bombay Municipality spent Rs. 1,34,904 on primary schools, the Calcutta Municipality on primary and technical schools Rs. 19,485. The Calcutta Municipality has no schools of its own; the Bombay Municipality maintains 93 schools and aids 104 others. This contrast still holds unaltered. In 1907 Sir Charles Allen as Chairman of the Corporation made a suggestion that the Corporation aided by Government should undertake the whole responsibility "for primary education of a literary and vocational character" and perhaps make it free and compulsory.

Responsibility of the Calcutta Municipality. Contrast with Bombay.

The question has been taken up by the Corporation and certain information asked for has been supplied by the Department. It is very certain that if the responsibility is adequately met a very great increase of expenditure must be involved. Mr. Küchler has expressed the intention of going thoroughly into the matter on his return from furlough.

CHAPTER VI.

THE TRAINING OF TEACHERS FOR INDIAN SCHOOLS.

115. The importance of training colleges is partly that they teach and spread abroad a higher conception of the responsibilities and duties of the teacher. Men are in need of ideals everywhere; but nowhere more than in India, because the actuals are so little satisfying. This is what gives more than ordinary significance to the opening in Bengal during the past year of two training colleges for high school masters.

The Training of English Teachers.

116. The history of the scheme to which the David Hare Training College owes its genesis, and, secondarily, the Patna Training College also, is luminously told in paragraphs 318-323 of Mr. Hornell's Quinquennial Report

The Training College Scheme.

and need not be repeated here. The scheme has gone through a series of changes, and the two colleges now established hold but a loose relation to the original scheme of 1902. Something at all events has now been done, and the reports of the first year's work are very satisfactory. As already related in last year's report, the David Hare Training College opened on July the 1st, 1908, in temporary, but reasonably satisfactory, premises. These were part of the Albert College which had recently ceased to be an affiliated Arts College, and which sixty years ago formed the Presidency College building. The new college is on a small scale: the class for the first year was limited to 20; the staff consisted of a Principal and two lecturers. All the students last year were Government servants deputed on three-fourths salary for a year's training, one being from Eastern Bengal and Assam. Of these 20 students, 16 entered for the new B. T. Examination of the Calcutta University and 14 passed, 4 with distinction. The Principal's report shows that the scheme of study was devised on the lines best approved by experience elsewhere, and that the work was thorough in all its details. By arrangement with the Head Masters the Hindu and Hare Schools were used as practising schools, three rooms in the Hindu School and four in the Hare School having been specially fitted up for the purpose. The Head Masters of the two schools co-operated readily, and the useful help given by them and by other members of the school staffs contributed materially to the smooth working of the arrangement.

Opening of the David Hare Training College.

Difficulties of the first year.

117. This is only a small beginning, but what has so far been done is good and of good promise. Yet even in this one short year the college has suffered vicissitudes of fortune. The staff in July consisted of three trained and experienced masters of method, Messrs. Griffith, Armitstead and Thickett. In October Mr. Thickett was taken away to be the head of another small training college at Patna: and at the end of the year Mr. Armitstead resigned. Mr. Thickett's place was filled till the end of the year by the deputation to the college of Mr. J. MacLean, who had recently arrived in India in the Indian Educational Service—a measure fully justified by the help Mr. MacLean was able to give. But at the end of the year the position was that of the original staff only Mr. Griffith was left, and temporary arrangements have had to be made for the present year. This has put a heavy handicap on the success of the young institution. Mr. Armitstead's resignation was unavoidable: it rested on dissatisfaction with the terms on which he had been recruited, and at the end of the two years of his contract he decided to return to England, but consented to carry on his work at the Training College to the end of the session. Mr. Thickett was purposely removed to Patna to start a new experiment just when the first experiment in Calcutta was fairly launched. It would be vain to enter upon a consideration of the circumstances which determined Mr. Thickett's removal to Patna. It was unquestionably desirable that Bihar also should have its training college, but the success of the institution first founded, and none too strongly staffed, was certainly endangered by the foundation of a second institution on even weaker supports.

Staff for the second year's session.

118. The David Hare Training College has thus had to solve a difficult problem of staff in the second year of its existence. Recourse has been had to the men whom the college itself has trained in its first year of work. Two of the best have been temporarily appointed, and these arrangements have so far been working satisfactorily. Great credit is due to Mr. Griffith, the acting Principal, for the success with which he has organised the first year's work and the courage with which he has faced discouraging circumstances.

Deputation on three-fourths salary.

119. There are other difficulties. One is how to fill the class with suitable students. It has been thought that the first obligation resting on the Training college as a Government institution is to train the masters now in Governments schools. By the rules masters deputed for the purpose of training may receive only three-fourths of their salaries. This presses hardly on the men on the lower rates of pay, and that is the younger men whom it is clearly of most advantage to train. If, as was the fact in most cases, the school-master is a man with a family and comes from the mufassal to live as a stranger in Calcutta, not only has he to meet the cost of dearer living in Calcutta, but has also to keep up an establishment elsewhere. As an extreme case I may cite that of a student of the present year whose salary is Rs. 26 and whose stipend on deputation to the college is Rs. 19-8-0.

It is not surprising that there is a marked reluctance to seek deputation to the college, and there was actually a difficulty in obtaining the required number of Government servants for this year's class. This difficulty would have been much lessened had officers been deputed on full salary. It may incidentally also be pointed out that Government and education profit doubly if the younger men are sent for training : the deputation allowance is less and the years of trained service to be given in return are in the natural course of things more.

Incentives to training.

120. Another problem is how to reward the men who have passed through the course successfully and obtained the Teachers' Diploma without unfairness to experienced and senior officers who have not been trained. Assured prospects of promotion might be expected to act as an incentive and to be more than a set-off to the loss of salary involved in the three-fourths rule : but as yet such prospects are not assured. It has been intimated that promotion will follow in deserving cases ; but what is wanted is a definite system which will give due weight to training as a factor in determining promotion. It is not difficult to devise means which shall secure this end : it may be made a rule, as Mr. Griffith has recently suggested, that, in future, graduates appointed to the Educational Service shall not be confirmed until they have passed through the training course, and the possession of a diploma in teaching may be made a condition of holding the higher posts, head masterships of high schools and training schools and assistant inspectorships, and perhaps some others. The difficulty lies in the period of transition before there is a sufficient number of trained men with the requisite experience and seniority to enable the rules to be enforced in practice. Definite proposals in this regard will shortly be made : as regards the hardship of the three-fourths rule Government has already been addressed.

Drawbacks of this system of deputation and need of other means of obtaining students.

121. It is not however possible to rest content with the arrangements by which the students trained are school-masters in Government service deputed for a year's training. The students to be desired are graduates intending to make teaching their profession, who go through a year's training and obtain the teaching diploma as a preliminary. Two places were reserved for private students last year and six this, but no private students have as yet come to the college. This shows that faith in training either as a means to professional efficiency or professional advancement is not strong enough in Bengal to bring students at their own charges. In this Bengal is not peculiar : similar difficulties have been met with in other countries. The inducements to training just considered might effect a change if they can be effectively introduced. A system of stipends for deserving candidates would also be worth considering. Another obvious objection to the system with which we have begun is that it disturbs schools by the removal of some of the best teachers for a year and the putting of less capable substitutes in their places. It should therefore be regarded as a temporary and provisional system only.

The opening of the Patna Training College.

122. The Patna Training College was started three months later than the David Hare College : it was opened in October. It has two teachers only on its staff, Mr. Thickett as Principal, and one assistant. It is affiliated to the Licentiate of Teaching standard. Twelve students were admitted in the first year. A different system was followed at Patna. The students admitted were not teachers in Government service but selected candidates qualified at least to the Intermediate standard, each of whom received a stipend of Rs. 35. A suitable house was found, and it has been suitably furnished and a satisfactory year's work has here too been done. It was felt that Bihari teachers needed in special the opportunity of training, and that teachers for Bihar could not conveniently be trained in Calcutta. This was perfectly right, provided that two training colleges could be adequately supported : but the Patna scheme has at present serious defects. The decision to make the Intermediate Examination the standard of teaching and follow the course for the L. T. puts graduates at a serious disadvantage ; as several Bihari graduates have sought training, there has been very natural dissatisfaction, and requests have been made to change from the L. T. to the B. T. standard. There does not in fact seem quite clear justification for adopting the L. T. standard for Bihar rather than the B. T., and it is desirable that this should be altered, if possible. It is, I am afraid, undeniable, however, that when the resources wherewith to start this higher form of training were already too

limited, it was scarcely wise on general grounds to establish a second training college in Bihar. Bihar needs its training college: but the claims of Calcutta reasonably come first. The whole hope of the success of a training institution turns upon its being well and adequately staffed and equipped. Before founding a second training college it was certainly advisable to ascertain whether resources were adequate for establishing one.

Importance of the Training Colleges.

123. These two training colleges, however, have come into being, and the problem now is how to make them a success. Means must be sought to substitute at Patna the B. T. course for the L. T. and the staffs of both institutions must be strengthened. It has to be recognized that to effect the purpose for which it is instituted a training college must involve a good deal of expense. If the expense is grudged as too great, it is better to have no training college at all than to have one poorly and inadequately maintained. In training institutions above all less than the best is nearly useless. It was past failure to recognize this truth that brought upon us the judgment passed in the Government Resolution of February 1908 that none of the work hitherto done by training institutions of any class has been of permanent practical value. The policy adopted towards these two classes will therefore be fateful for the future of education in Bengal. It may with advantage be recalled that the David Hare Training College as now organised is but a fraction of the full scheme put forward by Mr. Earle in 1907, which involved a capital expenditure of Rs. 10,43,781 and a recurring expenditure of Rs. 1,36,445; and that was in the Director of Public Instruction's judgment at the time no more than adequate. This would at least seem a reason for a somewhat generous measure of expense. The present scheme is much more modest; it does not certainly go beyond the minimum necessary. The David Hare Training College as it now exists is a promise, not a fulfilment—an earnest of what is to be, rather than what is. It was distinctly recognized when the class was started in July 1908 that the arrangements were makeshift and temporary. The real college is to arise somewhere in the neighbourhood of Bhawanipur and a large practising school is to arise with it. This is the scheme which holds the field.

The Training of Vernacular Teachers.

Relation to the Vernacular Training Schools.

124. The scheme for these two training colleges gathers an added importance when considered in relation to the earlier existing agencies for training, the vernacular training schools and the *guru*-training schools. How little had been really achieved in the 1st and 2nd grade training schools is related at large in the last Quinquennial Report, paragraphs 329-343. The report last year was equally unfavourable. One chief cause of failure is traced to the want of any special knowledge of the art of teaching on the part of men appointed to the staff of these schools. It is just here that the training colleges bring light and hope. For it will be possible in time to appoint to the staffs of the training schools the best men trained in the training colleges: and it is very necessary that this should be done. In the case of two of the schools, the Calcutta Training School and the Patna Training School, good results have immediately been obtained by placing them under the supervision of the Principals of the David Hare Training College and the Patna Training College respectively. This should be more fully reported on next year.

Revision of the Vernacular Training School system.

125. The time has clearly come for a revision of the whole system in the light of training principles and with careful regard to the special needs of vernacular schools. The Committee for the revision of the course of studies spoken of at the end of paragraph 106 of last year's report was duly appointed and held meetings in January and February of this year. Its most important conclusion was to raise the period of training from two years to three. This is justified on general considerations and was in conformity with the opinions several times expressed in Inspectors' reports that the quality of the teachers' trained had suffered since the reduction of the period from three years to two in 1901. Care will, however, be needed to see that the three years' course is really carried through, and that too many students do not slip away after two years. The syllabus of studies was carefully revised, and it was recommended that the stipends offered to pupils should be

raised. Effect is being given to the conclusions of the Committee, but yet another difficulty of a formidable nature stands in the way of effective reform. It is necessary that each one of these institutions should possess suitable buildings and should have joined with it a practising school, which in the words of the Committee's recommendation shall, "in respect of staff, equipment and apparatus, be maintained as a model school." These important conditions are not completely fulfilled at present. For instance the Cuttack Training School, which is as well reported of as any, has certainly not as yet buildings suited for the particular work it has to do. There is a small practising school attached to it and close at hand, but none of the practice teaching takes place in this school itself. Instead of this a skeleton class of five is transported to the Lecture Hall of the Training School, itself but ill-suited for its special purpose. When it is added that the school building of the Practising School is a converted godown and has exactly six rooms for six classes and no spare room of any kind for any special purpose, it is evident that the conditions under which the training of vernacular teachers goes on at Cuttack are not such as conduce greatly to success. The case of the Ranchi Training School appears to be considerably worse. Mr. Cunningham says of it:—

"The school is in a thoroughly unsatisfactory condition owing mainly to the entire inadequacy of the 'so-called practising school.' which is badly housed and miserably equipped."

Things are seldom beyond remedy, and Mr. Cunningham is taking steps to remedy this by inducing the authorities of a large aided middle English school to allow some of the practice teaching to take place in their school. What is wanted in respect of these training schools is a careful report on the efficiency of each and a serious attempt to raise them one and all to a satisfactory level. Among the defects must be reckoned that the Bhagalpur Division has no training school at all, a collateral result of which has been serious overcrowding at the Patna Training School.

Special short periods of training.

126. As regards the deputation to these schools of school-masters and inspecting officers for periods of six weeks or less, I may briefly say that it cannot possibly be effectual enough to compensate for its attendant inconveniences and might as well be discontinued. The existence of one or more batches of such students along with the regular training classes can only complicate arrangements and hinder real work. If such deputations are to be effective they should be for a full year, the third year's course of the revised syllabus. The institution of a six weeks' training course is not to produce trained teachers, but to produce the appearance of training them.

Guru-training Schools.

Building operations.

127. Since 1902, as may be seen from paragraphs 351 to 358 of the last Quinquennial Review, resolute effort has been made to improve primary education by means of *guru*-training schools. The solid work of the year has been building. The construction of new schools continued on a considerable scale, but interruptedly, owing to the critical financial position during the year. Originally in 1907-1908 between 5 and 6 lakhs had been granted for the *guru*-training school scheme; but it was not found possible to spend more than half the grant within the financial year. Sums amounting in all to a total between 2 and 3 lakhs were ultimately surrendered, but it was believed that the money would be granted again in 1908-1909. When, however, the budget for 1908-1909 was prepared, it was not found possible to provide more than Rs. 60,000 for *guru*-training schools. This was altogether inadequate, as buildings were in course of construction requiring some 5 lakhs to complete them. All operations were stopped for a time; but towards the end of the year after great effort a further grant of 4 lakhs was obtained from Government and the work went on again under pressure. Later again the grant was withdrawn; but a large part had then been spent. The net result at the close of the year under review was that 54 groups of buildings out of 191 included in the scheme had been completed: a large number of others were in course of construction, some nearly completed, some just begun: in over 50 cases no beginning had as yet been made.

The schools and their work.

128. The total number of institutions, including 4 aided, 1 unaided and 1 in Native States, is 205. A total of 3,190 *gurus* were under instruction during the year: to 741 of those who went up for examination after a two years' course certificates of competence were granted (as against 431 in 1907-1908. Over a lakh and a quarter more has been spent on the up-keep of these institutions this year than last (Rs 2,67,270 as against Rs. 1,40,892.) The strictures passed upon the system still retain their force, but the schools are a genuine and solid effort for the improvement of primary education. The enhanced stipends, in some cases as high as Rs. 9, have been effective in drawing pupils to the schools, but they have incidentally dug a new pitfall for the system. It is found that many of the men who have taken advantage of these stipends do not return to their work as *gurus*. Thus the Inspector of Schools for Orissa writes:—

"The great drawback of the *guru*-training school system is the absence of sufficient guarantees that the managers of lower primary schools shall re-employ trained *gurus* on the completion of their period of training and that the improvement of their position to which they consider themselves entitled by reason of their increased efficiency will be secured to them. Many instances are coming to light of trained *gurus* betaking themselves to some more thriving line."

The same thing is said very emphatically by Mr. Cunningham:—

"The fact is that there is no guarantee that a *guru*, after undergoing a course of training in a *guru*-training school, will either return to his work as a school-master, or, having returned to it in the first instance, stick to it for any length of time. While under training they receive the comparatively liberal stipends of Rs. 7 or Rs. 8 a month, but when they return to their schools they are allowed stipends which in many cases do not exceed Rs. 3 a month."

Need of better prospects for trained *gurus*.

129. We are thus brought back to the question of the remuneration of the teacher in the proper work of his calling. Mr. Lambert writes of the schools in the Burdwan Division:—

"The institutions cannot be made sufficiently attractive unless the prospects of the *gurus* trained in their schools improve; at present they are gloomy. The desirability of making sufficient provision for adequately remunerating the *gurus* when they resume their work after leaving these training schools can hardly be overestimated."

The more particular consideration of the *guru*-training schools leads to the same conclusion as the general considerations of primary education, the necessity of better pay and prospects for primary school teachers.

The Training of Teachers for Indian Girls' Schools.

130. An account of similar efforts to improve the training of teachers for Indian girls' shools will be found in Chapter VIII—"The Education of Indian Girls and Women". The two preceding chapters (Chapters IV and V) have dealt only with Indian boys' schools. The training of teachers for Indian girls' schools is so closely bound up with the problem of the schools themselves that they are more conveniently treated together.

CHAPTER VII.

PROFESSIONAL AND TECHNICAL EDUCATION.

131. This chapter covers wide and important ground,—ground that is ever widening and growing in importance. A somewhat heterogeneous group of subjects is treated in it: education for the professions of Law, Medicine, and Engineering (Medicine is nominally included only); Art education from Mechanical Drawing to Painting and Sculpture; Commercial education; Agricultural education, technical training for weaving, lace-making, motor-car driving, and other industries.

Law.

The new Law College.

132. This year has seen the passing away of the old system of legal education by means of law classes attached to Arts Colleges. All the law

classes attached to these colleges were brought to an end during the year 1908-1909, except at the Ripon College.

133. In Calcutta itself the scheme for a University Law College proposed by the Vice-Chancellor was matured, and all preparations made for the establishment and opening of the college in July of this year. Outside Calcutta, in compliance with the strongly expressed wishes of the people of Bihar, a scheme was put forward for the establishment of a Government Law College at Patna. The needs of Orissa have for the present been provided for by the institution of six law scholarships of the monthly value of Rs. 30, tenable for two years either at the University Law College or the Law College at Patna. This was judged to be sufficient in view of the very small number who have been studying Law at Cuttack.

The University Law College.

The Patna Law College.

Scholarships for Law students in Orissa.

134. These various provisions for legal education were either sanctioned or awaiting sanction at the close of the year, and have since taken effect. Now that the prolonged, and in the end somewhat heated, controversy has ended in the establishment of Law Colleges, no branch of education has been more thoroughly revolutionized than the legal. In place of the Law Lecturers, who under the old *régime* covered singly the whole course in lectures prepared and delivered in their spare hours, there will be in the University Law College a staff of 3 Professors, 8 Assistant Professors and a Principal, whose whole time will be devoted to his work as head of the college. At Patna, where numbers are naturally much less, there will be four Lecturers, and a whole-time Principal. Ample provision has been made in both colleges for a Law Library and Reading Rooms, regular tutorial assistances, and the holding of Moot Courts.

135. In view of local needs Pleadership classes have been revived at Hooghly, Krishnagar and Cuttack, and new classes have been opened in connection with the Patna Law College. These classes work wholly under the governance of the High Court. The classes are self-supporting and, while lending accommodation at the colleges named above, Government has no responsibility for them.

Pleadership classes.

Pleaders' Survey Examination.

136. This examination was held as usual in February and the results were even more un-satisfactory than last year, as no candidate passed. The number who offered themselves for examination was 18.—10 at the Civil Engineering College, Sibpur, and 8 at the Bihar School of Engineering. It is plain that the scheme for providing systematic instruction to pleaders who wish to qualify in surveying, still under consideration, is badly needed.

Engineering.

The Civil Engineering College, Sibpur.

137. Nothing can be satisfactorily said of, of planned for, the Civil Engineering College till a decision as to its removal to Ranchi is finally reached. Every question of organization, every proposal for improvement, is hampered by the present uncertainty. The college is in the unfortunate position of neither being able to prepare with serious purpose for transference to its new home, or to settle down to make the best of the old. It may be recalled that the scheme for removal was approved four years ago, the site acquired, the main lines of the settlement planned, and materials for building actually collected three years ago. All this is being acutely felt from day to day at Sibpur. The result is graphically depicted by the Principal (Mr. Heaton) in his report for the year :—

The removal of the college.

"If the removal scheme had gone forward smoothly we should have about now been moving into our new buildings at Ranchi, which have been devised to provide for the additional accommodation required on account of the natural expansion of the college in all departments. Meanwhile the congestion at Sibpur is going from bad to worse; we have not sufficient room for our present classes, and relief must be given at once if serious injury is not to be inflicted upon the development of technical and industrial education in Bengal and Eastern Bengal and Assam, the sphere of the Civil Engineering College.

"The irony of the present situation is very great. The removal of the college and its rebuilding upon larger and more generous lines was devised to afford relief to the increasing demand for technical education that has sprung up of recent years. If it had been carried out without a hitch from its first abortive start, then developments could be proceeded

with now; but instead we are still hampered by the clouds of uncertainty: we cannot proceed with the development of the college at Sibpur, and we can hardly prepare any plans for the future. The introduction of the new courses of the University has arrived at the stage at which the provision of extra accommodation and equipment is essential, and some form of temporary arrangements must be made at Sibpur to enable us to fulfil our most urgent and pressing requirements. These will not allow of expansion, and in no way meet the demand that will arise for further extension in the near future.

"In the interests of the college, of Technical education, and of the development of industries in Bengal, it is essential that the removal of the college shall be accomplished without any unnecessary delay. Once the college has been re-established in her new buildings it will be possible to consider schemes of expansion. The present state of uncertainty is heart-breaking and distressing."

Unhealthiness and discomfort of the present site.

138. The reasons already existing for speedy removal have been intensified this year by an outbreak of cholera in February. There was one death among students (a Hindu student of the 3rd year B. E. class); and three servants also died. The cause was in part, or wholly, the failure of the water-supply. Sibpur is unfavourably situated, being at the extreme limit of the Howrah system of supply, which is itself inadequate and defective. The college is consequently liable to run short of water whenever the season is unusually dry. The Principal has put forward a scheme for water storage, which would make the college independent in this necessary matter; but it is inevitably a costly scheme, and with the probability of removal in view it is very undesirable to incur any heavy expense. The year was not, however, an unhealthy one compared with the two previous years, the daily average of cases being 19·12 for 1908-1909, as compared with 28·47 for 1907-1908 and 21·69 for 1906-1907. The decrease was largely in malarial cases (994 compared with 1,492 and 1,303). Another circumstance, which is new, has taken away much of the pleasantness of the river site and changed the physical surroundings very much for the worse. This is the occupation of the foreshore immediately in front of the college for the timber trade, bringing with it piles of wood, an immigrant population of chaukidars and coolies, and noises by day and night. The Port Commissioners by the kind intermediation of the Chairman, the Hon'ble Mr. Slacke, have undertaken to do what they can to regulate and mitigate the nuisance; but the timber ponds remain and must remain; and the quiet and seclusion which gave a charm to the situation of Sibpur College is gone for ever. It seems strange that such a contingency was overlooked, and that full rights on the foreshore were not secured to the college from the first.

These facts accentuate the advisability of removal. The Principal also reports a continuance, and even increase, of the plague of flies.

Strength of the college.

139. On the 31st of March of this year the number of students in the college was 351, 2 less than on the 31st March 1908; but as of the 353 students last year 13 belonged to the Agricultural classes which have since been abolished, there has been a gain of 11 students in the Engineering College proper, the number last year exclusive of the students of Agriculture having been 340. Numbers in the Engineering Department continue to increase: they stood at 100 in 1907; in 1906 at 94: this year the average number has been 110.

Expenditure.

140. The cost of the up-keep of the college (direct expenditure) in 1908-1909 was Rs. 2,32,227. In 1907-1908 it was Rs. 2,61,038. The cost to Provincial revenues was Rs. 2,13,219, as against Rs. 2,24,463. About Rs. 6,000 of the difference is accounted for by the discontinuance in the latter half of the year of the Agricultural Department.

New course under the revised University regulations.

141. The stage reached at the end of the year in the Engineering Department was that the new courses for the Intermediate Examination in Engineering had been fully introduced, and that the new courses for the B.E. will be followed by the 3rd year class in November. The revised rules for the Engineering Department have been sanctioned.

University inspection and the Inspectors' recommendations.

142. The college was inspected by the University in February. The chief recommendations of the University Inspectors were (1) for the constitution of a Governing Body; (2) for the provision of residence for Indian members of the staff; (3) the addition to the staff of a Lecturer in Mathematics, a Draughtsman Assistant in the Civil Engineering Department, and a permanent mistri for the Chemical Department; (4) for extension or improvement in the laboratories and for a new hall.

Proposals for the constitution of a Governing Body have gone up to Government. Provision of quarters for at least one member of the Indian staff has been desired for many years by the Principal. It is necessary in the interests of the Indian students, who form the great majority. Proposals have been put forward by the Principal for the additional staff in his view required for a re-arrangement of departments which will effect the extensions which are wanted; and these are under consideration.

Schemes newly approved or under consideration.

143. The present has been a time of busy re-organization for the Engineering College, and several large schemes are under consideration.

Reconstitution of the Board of Visitors.

The Board of Visitors has been enlarged and reconstituted since the 1st March of this year. It was originally constituted in 1880, and has up to the present year retained its constitution unchanged. The new Board had its first meeting on the 30th March. It is regrettable that the question of its relation to the Governing Body must arise as soon as that body is also constituted.

New rules for the Apprentice Department.

New rules for the Apprentice Department in sequence to the new rules for the Engineering Department have been drafted by the Principal and passed by the Board of Visitors. They will be recommended to Government when the questions as to staff involved in them are settled.

Technological Classes.

The scheme for Technological classes has, after drastic reduction in scope, been sanctioned by the Secretary of State. It is now confined to the introduction of a research course in Industrial Chemistry. If a Professor is appointed in time, the class will be started on the reopening of the college after the long vacation.*

Joint Technical Examination Board.

The Joint Technical Examination Board, the constitution of which was finally approved by this Government in March of last year and by the Government of Eastern Bengal and Assam in February, conducted the Overseer and Sub-Overseer Examinations for the first time in March of this year. The report of the first year's work may be expected in November.

Mining.

The Mining Classes at Sibpur.

144. There were 18 students in the Mining classes,—15 attending the first course, and 3 the second. There were 2 candidates for the diploma in Mining, 1 of whom was successful. For the examination in the first course there were 7 candidates and 5 passed.

145. A very considerable expansion of the Mining Department by the addition of two rooms is part of the scheme proposed by the Principal. The classes no doubt, as was said last year, justify their existence; but it is to be noted that the Department has already gone beyond its original scope, which was for a theoretic course only. A Practical Mining Laboratory is in course of formation, of which Mr. Heaton writes—

"The equipment of this laboratory is being proceeded with. At the time of writing there have been installed the 10 horse-power C. C. motor, gyratory crusher, disintegrator and dust collector, and Hartz jig, while the centrifugal pump and air-compressing plant are being put in. A coal-washer of the Blackett type is on order, and should be out early in 1910."

146. The mining camp was held at Jherria in January and February 1909. The Students' Mining Society is reported as having been active during the year and five valuable papers were read. Mr. Heaton remarks—

"The potential value of the work of this Society cannot be overestimated. Teaching, as it does, the students to teach themselves, it is of more value than many lectures."

The Society has a journal which has completed its third volume.

Mining Instruction in the Mining Districts.

Session 1908-1909.

147. The report from the Mining Instructor, Mr. W. T. Griffiths, covers a session lasting from November 1908 to June 1909. With this session the fourth of the experimental five years for which the scheme has been sanctioned is completed, and the question of their continuance will need to be considered next year. A report may be expected from the Mining Advisory Board.

The work of the year.

148. The first lectures of the session were undertaken by Mr. G. C. Leach owing to the absence of Mr. Griffiths on medical leave. Mr. Griffiths resumed charge on January, the 24th. Courses of 27 lectures were delivered, one a

*No further information as to the appointment has at date been received; and it is now, therefore, improbable that the class will be opened during the present year.

week, at each of the four centres at Sijua, Jherria, Charanpur, and Deshergarh; 107 lectures in all (one short at Deshergarh). Attendance at particular lectures varied from 105 to 11, the average attendance on all four courses being 33. The highest attendance in any one week was 272; the lowest 54. The number who qualified for examination by attending 50 *per cent.* or more lectures was 110. Of these, 44 presented themselves for examination and 29 passed. The examiners report marked improvement in the quality of the work of the successful candidates, except in respect of sketching.

Lecture rooms have now been completed and fitted up at all four centres, and were in use during the session.

Comparison with other years.

149. The average attendance last year (when cholera cut short the courses before they were completed) was 21; in 1908-1909 it was 35. The total number of students registered was 607 as against 358 last year and 451 in 1906-1907. The great difference between the total number registered and the actual attendance is thus accounted for by the Mining Instructor:—

"The reason for this great difference is in a measure due to the effective method of advertising the course. Letters containing a circular and a copy of the syllabus are sent out about one week before the opening of the session to every colliery in the Jherria and Raniganj coal-fields requesting the Managers to post them up conspicuously or to circulate them. The course is free to all persons, and the result is that for the first few weeks, in addition to *bonâ-fide* students, some persons attend out of pure curiosity, of whom a few have received no elementary education and others cannot speak a dozen words of the English language, although they may be able to read and write in a Vernacular. There are however a number of persons who travel long distances in order to be present. They make an effort to attend a few lectures, but the difficulties of the journey from and to their homes become too much and so they finally stop. This is especially noticeable towards the beginning of the hot weather, and it clearly points out the necessity of developing the scheme of instruction in the direction of fixing additional centres."

150. The work has been interesting and successful and has served its purpose: whether the conditions admit equally of permanent usefulness requires to be examined.

The Bihar School of Engineering.

New privileges.

151. The Bihar School of Engineering, keeping its present title, has this year attained its majority. For the future it will be independently controlled by the Head Master as Principal, and will no longer be a dependency of the Patna College. At the same time proposals have been sanctioned with a view to the better encouragement of the students, by which the privileges of the school have been extended—(*a*) two students who have passed the Overseer Examination, instead of one, are henceforth to be sent to the Public Works Department for practical training and afterwards admitted to the competition for Overseers' post;—(*b*) Students who receive a year's training on actual work after passing the Overseer Examination are to be eligible for appointment to the Upper Subordinate establishment of the Public Works Department, provided their certificates have been endorsed by the Engineer under whom they have served testifying that they have completed their practical training satisfactorily.

Success of the school at the Overseer and Sub-Overseer Examinations.

152. Mr. Walford, who thus becomes the first Principal of the Bihar School of Engineering, continues to report favourably of the work and progress of the school. The certificate examination held for the first time by the Joint Technical Examination Board for the Apprentice Department of the Sibpur College and the two Engineering Schools at Dacca and Patna has brought the work of the three institutions to a common test. The result is, as Mr. Walford points out, very encouraging to the Bihar School of Engineering. The percentages given by the results are—

	Sub-Overseer.	Overseer.
Sibpur	42	18
Dacca	67	26
Patna	64	47

Mr. Walford observes:—

"The direct comparison with other centres of instruction, which the common examinations now render possible, and the fact that the certificates are granted by an independent authority, will do the school a very great deal of good. Hitherto it has been overshadowed by the name of Sibpur, and passed students when seeking appointments have sometimes found that their certificates were considered of small value in comparison with those of

students from the College, although the courses of instruction in both institutions are identical. There are signs, however, that the school is gaining the confidence of professional engineers (a matter of supreme importance), and I look to the Board to help us still further to establish a good name. A fair field and no favour is all we ask."

Relative value of the Bihar School of Engineering training.

153. It is fair to call attention to this in the interest of the younger institution, because as recently as July 1908 a statement appeared in a report of a conference held at Bankipore in respect of the employment of Biharis in the public service: "The training in the Patna School is admittedly inferior to that of the Sibpur College." With justice Mr. Walford challenges this statement, and further points to the results of the Public Works competition for the last two years. Up to the present the Bihar School of Engineering has been permitted to send in one candidate only, and this candidate has for two years in succession been placed second on the list of the successful. It may fairly be claimed that the Bihar School of Engineering has won its way to recognition on equal terms with the Apprentice Department at Sibpur.

The year's work.

154. The tone of the school is favourably spoken of: the hostel worked smoothly throughout the year. Health was good except for one (imported) case of small-pox which ended fatally. The Students' Club which has long been a feature of the school, held thirteen meetings and gave three successful performances of Hamlet in December. The Survey Camp was held successfully at Dehri-on-Sone, and besides other work a survey of the river Sone for a length of 3 miles was undertaken on behalf of the Public Works Department. As the river is nearly 2 miles wide, this was a task of some magnitude. A busy year is reported from the workshop. The Principal affirms that its capacity for work has increased, and asks that the addition at present made to the grant on this account may be doubled.

Numbers and expenditure.

155. The number of students (including 37 in the Amin class) was 185, as compared with 192 (Amin class 44) in 1907-1908.

The total expenditure on the school was Rs. 44,842 as compared with Rs. 43,183 in 1907-1908: the cost to Government Rs. 34,077 compared with Rs. 32,396.

The Cuttack Survey School.

Numbers and expenditure.

156. There were 102 students in this school, being 1 more than last year. At the final examination 48 appeared and 35 passed: 28 of the candidates were Uriya and domiciled Bengalis, of whom 17 passed. The expenditure on the school was Rs. 4,706, as against Rs. 4,923 in 1907-1908, and the amount received from fees was Rs. 1,343 as against Rs. 1,356 in the previous year.

Re-organization scheme.

157. The proposals for the re-organization of the Survey courses here and at the Bihar School of Engineering have been sent up to Government since the close of the year.

The proposed Cuttack School of Engineering.

158. Want of funds alone hinders the pressing forward of the scheme to give Orissa its School of Engineering. A most suitable site has been provisionally selected at Jobra, plans have been designed, and the cost worked out. It is accepted that the ripe time has come for this important development at Cuttack. The only thing that is wanting is money to finance the scheme, but that hindrance has so far been insuperable.

Technical Education in Schools.

159. At the B Class Final School Examination held at the end of February and the beginning of March of this year at ten centres, five in Bengal and five in Eastern Bengal and Assam, 94 candidates appeared, of whom 39 or 41·5 *per cent.* passed. In 1908, 43 passed out of 77, or 56 *per cent.* Thirteen schools sent up candidates. The most successful schools were the Government Industrial School at Ranchi, which passed 75 *per cent.* (3 out of 4) and the Zilla Schools at Khulna, Comilla and Rangpur, which passed 60 *per cent.* (in each case 3 out of 5.) From the five schools in this province 25 candidates appeared, and 11 or 44 *per cent.* passed.

The Joint Technical Examination Board.

160. As already noticed, the Joint Technical Examination Board came into operation this year. The Board held the Overseer and Sub-Overseer Examinations for the first time in March with the results already recorded

under the Bihar School of Engineering. As at first proposed, this Board was also to conduct the B Final School Examination. But as the School Final Examination includes other than technical studies, a separate Board has more appropriately been constituted for this examination.

Art.

The Calcutta School of Art.

161. Mr. A. N. Tagore continued to officiate as Principal for the greater part of the year. Mr. Percy Brown, Superintendent of the School of Art, Lahore, has now been appointed permanent Principal, and took charge of the school on January, the 12th.

Students and expenditure.

162. The total number of students on the rolls on March, the 31st, was 235 as against 254 on the same date of 1907-1908 and 252 of the year preceding. The decrease is attributed by the Principal to the effects of the small-pox epidemic. Among the students were 2 classed as Europeans or Eurasians, 3 Native Christians, 9 Muhammadans, and 1 Buddhist. The rest were Hindus, and 82 of these Hindus Brahmans.

The total cost of the school was Rs. 27,192: fee receipts were Rs. 5,464.

Work of the school.

163. The main function of the school has been declared to be, to improve the arts and industries of the country. The work covers a wide range. It has two main sides, an Industrial Art side (Division I) and a Fine Art side (Division II). On the Industrial side good work was done by the advanced design class, and the importance of making Indian ideals the aim is clearly acknowledged and kept in view. No great success is reported of Division II,—the Fine Art side; but the Principal proposes to give special attention to this side during the current year and to introduce "certain obvious improvements." The Principal also intends to establish a register of passed students to test to what extent training at the school leads to employment. During the year under report 32 students are said to have secured appointments.

A full account of the objects and policy of the school will be found in the Third Quinquennial Report for Bengal, paragraphs 394 to 401.

Agriculture.

Technical Agricultural training.

164. The Agricultural classes at Sibpur, in accordance with the decision reached last year, closed finally from November 1908. In the Final examination held in that month 5 general students passed out of 7, and 2 special students out of 3. The Agricultural Farm was closed from March, the 31st.

Higher agricultural training is therefore, as noted in last year's report, no longer the concern of the Education Department, but will be carried on at the special Agricultural College to be established at Sabour under the control of the Director of Agriculture.

Agricultural Teaching in Schools.

Agricultural classes at selected High Schools.

165. Special Agricultural classes continued to be carried on at five selected High English Schools. From two of these—the Gaya Zilla School and the Dumraon Raj High School—a fair measure of success is reported for the year under review. At the other three schools, the Burdwan Municipal School, the Ravenshaw Collegiate School, and the Hazaribagh Zilla School, success has been so far very limited.

Proposals for improvement.

166. These schools were established for an experimental period of 5 years, 3 in 1902 and the other 2 in 1904 and 1905. This period having come to an end in case of the three first established (those at Gaya, Dumraon, and Burdwan), proposals for their permanent retention and re-organization were put forward in April 1908. Government sanctioned in June the retention of these classes for a further experimental period of two years and approved of the other proposals made (*a*) the re-organization of the classes on the lines laid down by the Director of Agriculture; (*b*) the preparation of a special text-took, as also strongly recommended by the same authority; and (*c*) for the constitution of a Special Board of Examiners. It is hoped that considerable improvement will at once be effected by these means: but a good deal more is needed to enable the classes to attain the object

with which they were instituted,—the imparting to boys in High Schools of instruction which will be of practical value to them. It was pointed out in April that the classes had not had a fair chance: there was originally no syllabus of studies and no expert supervision. These deficiencies have been made good. A practical working syllabus drawn up by Mr. C. A. Oldham, first Director of the new department of Agriculture, has been followed at all five schools during the year; the classes are now placed under the supervision of the Director of Agriculture. But the text-book, which Mr. Oldham declared to be so indispensable, though ready for publication, is not yet published for want of Government sanction. The reports from the schools reveal that the arrangements for both theoretical and practical study still labour under serious disadvantages. As a school subject Agriculture has little real chance, as things are, until it is incorporated into the regular system of school studies, which at present lead up only to the Matriculation Examination. This will be effected when the School Final Examination is established, but only then. The teaching of Agriculture already forms part of the ordinary school work in three of the schools, and Government has approved of its forming part of the ordinary school course in all; but interest is still likely to be languid until it is definitely part of a recognised course leading up to a leaving certificate. Even more is it necessary that for the teaching of Agriculture in any real sense there shall be ground to be cultivated, on which the boys may make their own experiments and learn practically what cultivation and field labour mean. This indispensable requirement is passably fulfilled at the Gaya and Dumraon schools (though at Dumraon proper means of irrigation are wanting); and that is the secret of the fair measure of success there attained. At Hazaribagh there is land adjoining the schools, but there the weakness is that the Instructor, being Farm Overseer of the Reformatory School, gives only one hour a week to the work of the Zilla School.* At Burdwan the dependence for practical work is mainly (though there is a small school garden) on a farm 3 miles off; at Cuttack on a farm 6 miles off. The successful teaching of Agricultural classes is impossible under such conditions. For an Agricultural class, besides a competent teacher and expert supervision, three material things are indispensably necessary—(1) land, (2) irrigation, (3) funds for working. If these school classes are ever to be a practical success, these three things must be sufficiently supplied.

Agricultural instruction in Vernacular Schools.

167. The attempt to teach Agriculture formally at Vernacular Training Schools and in Middle and Primary Schools is definitely abandoned in the revised curricula to be introduced next year. The study of plant life as part of the Science syllabus takes its place. For this school gardens attached to schools and training schools will be specially serviceable.

Commerce.

The Government Commercial Classes.

168. Mr. J. A. Chapman remained in charge of the classes till September, when he had to take leave on medical certificate. Since September the classes have been in charge of Mr. G. K. Sen, previously Lecturer on Commercial Bengali.

Numbers and examination results.

169. Numbers have not increased, but the work has gained in stability. In the day classes there were 48 students,—29 in the 1st year and 19 in the 2nd. In 1907-1908 the numbers were 20 and 45. The evening classes were attended by 116 students. The total who received instruction was 164.

The figures for examinations are, however, more encouraging. In 1907 there were 30 successful candidates in the Commercial Course Final (7) and Special Examinations: in 1908 there were 43 (Final Commercial 8). The number of candidates in 1908 was 70: in 1909 it is 111. A discouraging fact is that for lack of applicants no evening classes could be formed for Commercial Law, Banking and Currency, or for Political Economy. On the other hand, there is increase in the number of students for the evening Shorthand and Book-keeping classes.

Question of permanence.

170. These classes have now been in existence for six years. They were re-organized on their present basis in 1905. They are now established in very

* This class has since (temporarily) been closed, because owing to increased numbers at the Reformatory School the Farm Overseer could no longer spare time for it.

spacious, convenient, and suitable premises in Bow Bazar. They are in charge of a competent staff, who have most of them gained four years' practical experience. They have won a considerable amount of sympathy and support from mercantile firms, and in particular from the Bengal Chamber of Commerce, which is strongly represented on the Advisory Board and offers liberal prizes. At present the classes are temporary and experimental, and the staff hold temporary appointments. It would seem that the time has come when the classes might be accepted as a permanent institution. This is desirable in the interests of Commercial education, and even more so of the staff.

The classes have attained a certain measure of success, and have fair prospects of attaining a greater. Nothing would more conduce to that desired result than to place the classes on a permanent footing, and I am about to move Government to that end.

171. The officer in charge further asks that the opportunity may be given to him of recommending successful students for vacancies in posts as shorthand-writers, typists, and book-keepers in Government offices, and that these candidates should be allowed a fair chance on their merits. He shows also that the Commercial courses afford precisely the training indicated as required for Government Service by the examinations for the Clerical Service of the Secretariat and the Public Works Department Accounts Branch, 4th grade.

Commercial course in High Schools.

172. The so-called C classes continued in High Schools at Hooghly, Uttarpara, Barasat, Ranchi and in the South Suburban Unaided High English School, and were introduced also in the Calcutta Madrassa and the C. M. S. High English School, Krishnagar. Nine candidates appeared at the C class Final Examination, and 4 passed against 14 candidates and 9 passes in 1907-1908. These classes seem on the way to extinction, unless some unexpected rally takes place.

Industry.

The Weaving Institute, Serampore.

Opening of the school and objects with which it has been established.

173. A new departure of no little importance was the opening of the Government Weaving Institute at Serampore in January of this year, with Mr. E. Hoogewerf as Principal and Mr. P. N. De as Assistant Principal. This has been the outcome of the efforts of Mr. Havell and others to strengthen and revive the indigenous weaving industry by the introduction of such modern scientific appliances and methods as are suited to the conditions of the hand-loom industry. The objects of the Institute are two—

(*a*) to train men of fair education to become teachers of weaving, assistants to manufacturers, or manufacturers,

(*b*) to give instruction in improved methods to artisans, adult working weavers and their sons.

174. Not much can be said of the prospects of the Institute after barely three months of work, but the Principal was able in April to report a very promising beginning. There were then 90 students, 23 of whom were boarders living on the Institute premises. The Institute has been actually started in a hired house on the river bank which affords fair accommodation for the purpose, but land has been acquired on which an institute is ultimately to be built, and a house also for the Principal, already occupied.

Proposal to open branches.

175. It is intended that the Institute shall send out teachers, and that branch schools shall be founded in connection with it at different places in the Province. One such branch school is being organized at Sambalpur; and another is proposed for the town of Bihar.

Other Industries.

Industrial instruction.

176. The position as a whole in regard to Industrial education has not changed much. Mr. J. G. Cumming's monograph has summed up the position reached, and, as was said last year, indicates the lines of advance. It will be some time yet before full effect can be given to the recommendations in his report (Technical and Industrial Instruction in Bengal, Special Report, Part I).

Industries and centres.

177. The principal centres of industrial education at the present time are Kalimpong, Hazaribagh, Ranchi, certain Missions, and Sibpur. At

Kalimpong lace-making, embroidery, wool-dyeing and wool-weaving, wood-carving and carpentry are taught. In the Reformatory School at Hazaribagh a great variety of handicrafts are taught, and the number has been increased since the removal of the Alipore School to Hazaribagh. The Mission schools teach carpentry, carpet-making, boot-making, weaving. At Sibpur training is given in the Artisan classes in fitting and machine work, blacksmith's work, foundry work and carpentry.

Lace-making.

178. The Lace School at Kalimpong is described in the last Quinquennial Review, paragraphs 563—566. The school continues in successful working; but Dr. Graham's larger scheme for a federation of lace schools, of which Kalimpong should be the centre, and a Lace Association has not yet been accepted. Doubts as to its commercial soundness have not been completely dissipated, and the general financial stress has made it difficult to raise the grant from Rs 2,000 to Rs. 5,400 as asked. The Inspector of Schools, Bhagalpur Division, reports very favourably of the work and its usefulness.

There are successful lace schools also at Ranchi and Chaibassa.

Appointment of a Superintendent.

Superintendent of Industry and Inspector of Technical and Industrial Education.

179. The appointment of a special officer to organize and develop industries and industrial education proposed by Mr. Earle in 1907 was under consideration through the year under report. The appointment has since been made in England by the Secretary of State, and the officer is expected to reach India during the coming cold weather. What precisely the function and responsibilities of this officer will be is not fully clear and will need to be determined; as also his precise relation to the Education Department, under which it is intended, at any rate at first, that he should serve: but the appointment should be a momentous one for the industrial future of Bengal and mark an era in industrial progress.

CHAPTER VIII.

THE EDUCATION OF INDIAN GIRLS AND WOMEN.

General Statistics.

Pupils.

180. There were altogether 1,55,724 girls and women in recognized schools and colleges at the end of the year: 1,42,618 in the Primary stage of education; 415 in the Middle: 183 in the High; 275 in Training Schools; 72 at colleges. Of this whole number, 72,478 were receiving instruction in boys' schools. The total is greater than last year's by 17,445.

Institutions.

181. There were 3,073 schools and 2 colleges (1 a Training College): 10 High Schools, 31 Middle, 3,014 Primary, and 18 Training Schools as against 1 College, 8 High Schools, 35 Middle, 3,367 Primary, and 19 Training Schools in 1907-1908.

Expenditure.

182. The total expenditure on institutions for the education of girls and women was Rs. 6,53,481. Of this total, Rs. 22,252 was spent on the Bethune College; Rs. 1,09,909 on High Schools; Rs. 87,735 on Middle Schools; Rs. 3,92,780 on Primary Schools; Rs. 40,805 on Training Schools.

The amount contributed by Government was in all Rs. 2,17,062: Rs. 20,952 for the Bethune College; Rs. 17,461 for the Bethune Collegiate School; Rs. 31,785 as aid to High Schools; Rs. 24,110 on Middle Schools; Rs. 1,00,492 on Primary Schools; Rs. 22,262 for Training Schools.

The Bethune College.

Numbers in college and school.

183. Numbers decreased in the year 1908-1909 both in the college and collegiate school; from 35 to 31 in the college, from 199 to 163 in the school: but the decrease in the school was due to the limitation of numbers under University regulations to 30 in each class. A number of applications had to be refused for want of accommodation.

Examination results.

184. The results of college and school in the University Examinations of 1909 were not very satisfactory. At the Entrance Examination, out of 8 candidates 1 passed from the school. For the Intermediate Examination 2 candidates were sent up by the college and 1 passed. For the B.A., 3 were sent up and 1 passed.

Wants of the college.

185. Better provision has been made in the past year for the teaching of Botany,—the only science taught at the Bethune College,—thus meeting (though not even yet fully meeting) the reasonable needs of the college for the subject. It is to be feared that the wants of the Bethune College have so far, since University reform came in, been unduly overlooked. It is true that the small total of students is an argument for economy; but as a Government College,—and the only Arts College in Bengal for women,—the Bethune College is entitled to equal consideration with any other Arts College. The Lady Principal in asking for this consideration writes:—

"At present both the college and the school are much pressed for space. The classes of the college are all held in one hall * * . The arrangement of the school classes is equally defective. So it is earnestly to be hoped that the proposed buildings should be erected without any delay."

This state of things has been well known since the first University inspection of colleges in September 1905. It still remains unremedied. It may be hoped that the newly constituted Governing Body for Bethune College may effect that the interests of the college shall not be allowed to fall into neglect.

High Schools.

Schools and pupils.

186. There were 10 high schools for girls this year as against 8 last year: 7 of these are in Calcutta, 1 at Bankipore, and 2 at Cuttack. Last year there were 809 pupils in High Schools for girls (including 42 boys). This year there are 1,067, including 68 boys. In the Bethune Collegiate School, the one Government high school for girls, there were 163 pupils as against 199 last year. The increase is thus in the privately managed schools, 8 of which are aided and 1 unaided.

New schools at Cuttack.

187. The two new schools are at Cuttack. It being more than doubtful if there was scope for two high schools there, every influence has been used to bring about an amalgamation between the two schools, but without success.

Entrance Examination.

188. The number of girls sent up to the Entrance Examination from schools was 28, of whom 15 only were successful. Three girls also appeared as private candidates, and all passed: two of these came from the Ravenshaw Girls' School, which is not yet formally qualified to send up candidates.

Trained teachers for High Schools.

189. Miss Brock presses the importance of securing trained teachers for these schools, and points to the advantage enjoyed by the Mission schools, from the fact that the teaching of the Entrance classes is largely in the hands "of a well qualified and trained English staff." The Ballygunge High School has, she reports, brought out three well qualified and trained women for the work. She adds:—

"There has been considerable objection raised latterly to this very introduction of English teachers into the entrance classes of high English schools. It has been urged that it would be better to employ well qualified Indian women. I think it is not realised how very few Indian women graduates there still are available. There is certainly no lack of work for them. A great drawback at present is, however, that very few of these ladies consider any training necessary before they begin their professional work. There is a pressing need for an advanced training class for female teachers * * *."

Middle Schools.

Uncertainty of returns.

190. Middle schools for girls are shown by Miss Brock to be a shifting and uncertain quantity. There are but very few girls in the higher classes (standards V and VI) and these are subject to sudden removal, with the result that the middle schools becomes upper primary. The returns this year give 13 middle English as against 18 last year and 18 middle vernacular as against 17 last year. The number of pupils was 1,078 and 1,175 as contrasted with 1,452 and 1,424: a decrease of 374 in case of middle English and an increase of 351 in case of middle vernacular, and a net loss of 23 pupils.

191. Miss Brock reports the promise of a better type of middle vernacular schools resulting from the proposals sanctioned by Government and taking effect in the year under review for improving "model" primary schools. "With more liberal salaries" Miss Brock says, "a great change has already been introduced for the better this year." Some of these schools are being raised to the middle vernacular standard. She adds:— Improvement to be expected from Government's establishment of "model" schools.

"These institutions are of immense importance when properly managed, and are greatly valued by the community. The fact can easily be noted in the Sambalpur district, which only contains seven schools for girls. These schools are practically model girls' schools of middle vernacular standing, entirely supported by the Department. They are well attended and well managed by their local committees and the numbers in the upper standards are astonishing when compared with middle vernacular Hindu schools in other parts of Bengal."

These facts are full of suggestion and promise.

Primary Education.

192. Of the total number of girls in primary schools it is to be observed that nearly half are attending boys' schools. The statistics are further complicated by the fact that a few boys are numbered among the pupils of girls' schools. The figures returned are 76,088 pupils in primary girls' schools including 2,260 boys or, deducting the boys, 73,828 girls; and 65,417 girls in primary boys' schools, making a total of 1,39,245 girls in primary schools. The number of primary girls' schools is 3,014. These included 57 "Model" primary schools, 25 under the direct management of Government, 37 otherwise under public management, 481 unaided; the rest are aided. Primary schools.

193. This is an increase of 12,290 girls receiving education in primary schools, and a decrease of 353 girls' schools. The figures for 1907-1908 were 3,367 schools, with 74,901 girls in them, and 52,054 girls in boys' schools. It thus appears that there are 1,073 less girls this year in girls' schools, but 13,363 more in boys' schools. Comparison with 1907-1908.

State of Primary Education for Girls.

194. The scheme for the improvement of the so-called "model" girls' schools which has been approved and given effect to during the year is one of considerable importance. Miss Brock writes of its effects:— Improvement of Model schools.

"The new scale of grant sanctioned by the Department is already putting these schools into a far more efficient condition. A better type of *pandits* is being employed, wherever possible, and the increase of staff is, I am certain, sure to produce better results than in the past. Many of these schools promise to do very good work."

Miss Honeyburne also reports favourably of these schools.

195. Mission schools appear to be invariably well managed, and the importance of training teachers is well understood by the Missions. "There has been a steady movement for several years," Miss Brock writes, "which aims at replacing untrained *pandits* by carefully trained teachers." Aided schools.

196. Miss Brock reports the schools aided by the Department (which are generally in Calcutta or within municipal areas) as in a fair state of efficiency. With the schools aided by District Boards it is very different. "The problem of these schools for girls," says Miss Brock "is simply insoluble." The villages are apathetic; very little is to be got in the way of local subscriptions; no fees at all are paid; and the grant from the District Board sometimes falls below one rupee. The teacher is sometimes the *pandit* of the boys' school, who gives some of his spare time to the teaching of the girls, or he has some other occupation which takes up great part of the day. It is not wonderful if under these conditions the schools are not efficient. Other aided schools.

197. The number of girls in boys' schools is not altogether a satisfactory feature. Sometimes the girls are neglected. As to this Miss Honeyburne reports:— Girls in boys' schools.

"When the girls are actually taught with the boys the result is satisfactory, but in many such schools the girls are put in a separate corner and given only any stray moment of attention that may please the teacher. In consequence girls often remain several years, nominally reading in the school, without mastering the alphabet."

This might be looked to by inspecting officers.

Scholarships.

Need of more scholarships for girls.

198. Miss Brock again presses for wider recognition of the need of separate scholarships for girls. At present special scholarships are offered to girls in Calcutta; but outside Calcutta girls have to compete on equal, or rather as is urged unequal, terms with boys. The need is admitted, and the desired relief may be expected before long.

The Calcutta Girls Scholarship Examinations.

199. The results of the scholarship examination for girls held in Calcutta demonstrate in an extraordinary way the possibilities of organization and the superiority of order and system. There are 5 scholarships offered at the Middle School stage—3 at the stage for Standard V and 2 for Standard VI: 4 out of the 5 were won by Mission schools; the fifth was won by the Binapani Hindu Girls' School, a school which is described as "working under a Secretary who is indefatigable in his superintendence of its work." To primary schools 38 scholarships in all are offered at three stages (Standard IV, Standard III, and Standard II): 20, 31, and 52 schools competed: of these 36 were won by schools under Mission management, the other 2 by the Binapani Hindu Girls' School.

Training of Teachers.

New Training College schemes.

200. The year under review has been memorable for the attempt to carry out practically the scheme for training Hindu and Muhammadan women teachers, first put forward in the Report on Public Instruction in Bengal for 1905-1906, paragraph 126. In September of last year a Training Class for the training of Hindu women was opened in Calcutta. In January of this year a Training College was opened at Patna under the name of the Badshah Nawab Razvi Training College for orthodox Hindu and Muhammadan women.

The Training Class in Calcutta.

201. The Calcutta Training Class is a provisional arrangement only in place of the residential training college originally planned by Mr. Earle. Mrs. Sarabala Mitter, a graduate of the Calcutta University who went to England in 1906 for a two years' course of training, has been placed in charge of the class. A house has been hired and a practising school has been opened in the same building. There were four students in residence, all of whom were in receipt of stipends, three from the Bengal Government and one from the Board of Revenue. Miss Brock reports:—

"We shall probably have about a dozen students in residence in the course of the next year. Progress will most undoubtedly be very slow and it is much too early to hazard any conjectures as to our ultimate success. The institution is strictly *parda* and every endeavour is made to respect caste prejudices."

The Badshah Nawab Razvi Training College.

202. The Bankipore scheme has come to maturity as a Training College. It is partly endowed by the Badshah Nawab Razvi Khan Bahadur; partly supparted by subscriptions (promised for four years) and by Government. The college was opened on January, the 6th, with Miss Wise, Assistant Inspectress of Schools, as Officiating Principal. Miss Parsons, who had been appointed Principal in England, arrived in February; but Miss Wise was deputed to help in the management for a further period of six months with a view to tiding over initial difficulties. These have proved serious.

Initial difficulties, Housing.

203. There have been difficulties as to housing arrangements. The Lady Principal says:—

"The Maharani of Bettiah has lent her house in Patna to Government till such time as Government would provide buildings of its own for the college. The arrangements in the house are by no means ideal: only the Muhammadan section of the college is in residence, and even for them there is hardly sufficient room, as girls in the attached practising school are also admitted as boarders, and there are now eight of them resident in the hostel besides the eight resident college students. For want of accommodation and proper *parda* arrangements the Hindus had to be provided with a house in the city at a rent of Rs. 10 a month, and attend the classes as day students. This is not at all satisfactory, and I trust that arrangements will soon be made in the Bettiah house itself for receiving the Hindus in residence.

"Quarters have yet to be provided for the Principal, as the rooms on the first floor where it has been decided she is to stay are practically unfit for dwelling, being more like huge reception rooms."

The difficulties in finding suitable students for training have been even greater:— Students.

"With one exception all the Muhammadan students are at the lower primary stage in reading and writing, but are very backward in arithmetic.....

"The Hindu students are very disappointing. In February there were 6 on the rolls; but one was absolutely illiterate and too advanced in years to study, so she had to leave. Of the remaining 5 students, one only is at the lower primary stage, one is just able to read and write, and the remainder are mastering the Hindi alphabet!"

General difficulties in the way of this attempt to obtain an indigenous type of education for girls.

204. These quotations from the first year's report—it covers only the three first months after opening—are of value as illustrating the extraordinary difficulties in the way of making any real advance with an education which shall be adapted to the social needs of the people of this country, indigenous and not exotic. The problem is how to train teachers before there are learners who have progressed beyond a stage which is little in advance of the infant standard.

Difficulties of management at Bankipore.

205. There are difficulties also of management. Naturally the only available students are utter strangers to the order and discipline of school life, sensitive in the extreme to what touches their social status, and quick to misunderstand. Outside is a small public, something less than half persuaded of the good intent of what is being done, and a large public altogether mistrustful, if not positively hostile. There have been complaints without and within since the close of the year under report, and much still remains to adjust. These difficulties are further increased by the dual character of the institution,—Hindu and Muhammadan.

Earnest purpose of the students and eagerness to learn.

206. One sign at least of good comfort there fortunately is: "If any encouragement is needed in the work," Miss Parsons writes, "it is found in the eagerness of the women students to learn and their absolute earnestness in all their studies."

Need of training for high school teachers.

207. A need for trained teachers at the opposite, that is the higher end of the scale of schools, is pointed out by Miss Brock: "There is at present a growing need for training students who have had the advantage of a higher education. There is no recognised institution where women can be trained for the Licentiate Teachership or Bachelor Teachership Examination." "The whole difficulty," she adds, "would be solved by the appointment of an English graduate as Principal of the Government Training Class—a part of the original scheme of 1906."

Training of Brahmo teachers.

208. The Inspectress reports very unfavourably of the class at present existing for the training of Brahmo teachers; and explains: "At present the Brahmo community does not posssess women qualified to do the work of training." At the same time Miss Brock insists on the need for Brahmo teachers:—

"There is a great need for the services of Brahmo teachers. Not only are they most urgently required on the staff of Brahmo schools, but they would be most welcome in many Hindu schools where Hindu women are not to be obtained, and I should find them invaluable in *zanana* work where there would be no danger to proselytise."

A new Christian Training College.

209. Another important measure in connection with the training of teachers calls for remark. It is the agreement on the part of certain Missionary Societies in Calcutta to combine together to form a single Christian Training College in place of the training classes which they have up to the present each severally maintained. This should accomplish much for greater efficiency.

Zanana Teaching.

Progress of home education: its limitations.

210. In the existing state of social opinion in India there is obviously very much in favour of home teaching. The figures therefore have special interest. There is altogether, including the system of *atus*, an increase of 11 teachers and of 205 pupils. The total number of teachers is only 65; of pupils 1,449. It is vain, then, at present to hope that any considerable effect is being produced either in the Hindu or Muhammadan community by agency of this kind. Further there is the perplexing doubt whether any form of home teaching can ever legitimately form part of public instruction. Miss Brock says of it: "One of the great difficulties of this kind of work is the enormous amount of time that the inspection of it involves"; and she insists on the necessity of regular inspection and of the appointment of an assistant inspectress for the work. The

conclusion rather seems to be that the ideas of home education and inspection are incompatible.

Industrial Education.

Industries taught.

211. The principal, and almost the only, industry being taught to women is lace-making, and of this some account has already been given in Chapter VII, paragraph 178. There are three aided technical institutions in Miss Brock's divisions, the Mahila Silpa Asram in Calcutta, the Women's Technical Class at Baranagore, and the Widows' Home at Entally. In Miss Honeyburne's divisions the only schools or classes are connected with Missions. Lace-making, as already noticed, flourishes in Chota Nagpur. The numbers under instruction according to this year's returns have, however, fallen to 493; last year they were 809. The decrease is in non-Brahman Hindus and Buddhists.

Hindrances to Advance.

Outlook in respect of women's education.

212. Both Inspectresses report favourably of improvements effected in certain respects during the year under review, and the returns give an increase of nearly 19,000 pupils under instruction,—an increase of about 13 *per cent.* The position reached and the immediate outlook in regard to the education of girls and women are, however, far from reassuring.

Obstacles in the way of advance.

213. The facts which are obstructive to real advance are two—

(1) the lack of fit material for training as teachers;

(2) the unwillingness of those who are able and willing to pay for the education of their sons to pay for the education of their daughters.

As to (1) it is recognized that the first condition of progress is the supply of trained teachers. Much organization for training now exists. The disabling circumstance is that students cannot be obtained in sufficient numbers, and fit students scarcely at all. It is further recognised that whereas nearly all the teachers hitherto trained have been Christians, and that, however well-intentioned and capable such teachers may be, they cannot in the present state of Indian social opinion do the work that is wanted for the orthodox Hindu and Muhammadan communities: that if in the immediate future education is to be extended in any considerable scale among the girls of these communities, it can only be so extended by orthodox Hindu and Muhammadan teachers, working under strictly *parda* conditions and trained without breaking with those conditions. The efforts made in the last three years to train teachers under these conditions have only served to bring out the entire absence for the present of fit material to work with. We are caught in a circle of frustration. Children cannot be taught at all without teachers. Teachers cannot be trained until girls have been taught to a stage at which their training as teachers is feasible. There are no teachers as yet to teach them. We are thus brought up short by the initial difficulty of finding girls educated enough to be trained in our new training classes. We bring out a trained and experienced Principal to our new training college in Bihar, and naturally she expresses surprise and disappointment:—

"To expect all these women to be trained teachers at the end of two years is absurd. All we can do is to teach them the rudiments of reading, writing and arithmetic, and hope that at the end of their training they will be a little wiser than they were when they joined the College. They are certainly very keen and anxious to get on; it is, however, very hard on the Principal of a college to be provided with such material for making good teachers out of. Not one is fit for anything more than a Lower Primary class, and all are certainly very far removed from what one would expect to find in a Training College."

For the time being it seems that nothing can get over this entire absence of fit material for training. Progress must therefore inevitably be painfully slow, as was already indicated in last year's report, paragraph 164, because it has to wait upon such education of the community itself as will make the education of future teachers possible.

The latter point is forced on attention by the iteration of the proposition that the progress of education among women in India depends wholly upon Government subvention. "The financial stringency," says Miss Brock, "is

perhaps felt more severely by female institutions, which depend to a much larger degree than those for boys upon grants-in-aid, and can count to a very small extent upon public contributions." While Government may rightly be on the watch to help and encourage every real desire for education in this field, it is not healthy that Government should be expected to do all, or should be expected to do anything apart from practical effort on the part of those for whom the benefit is intended. The reasonable limit for aid is, for instance, overstepped when Government provides horses and grain, and syce's wages and omnibuses to convey the children of well-to-do parents to and from school.

Restriction of school life in respect of girls

214. There is a third reason, perhaps more disabling still. It is the limited time within which the education of Indian girls has in the majority of cases to be restricted. Except for a very small minority the education of Indian girls means education which hardly goes beyond the infant stage. What possibilities are there for an education which has to end at 9, or 10, or even 12 years of age? What could we do with boys' education on such terms? "It is a surprising and disappointing fact," Miss Brock notes, "that even in Calcutta, in our High schools, so few Hindu girls are allowed to continue their education beyond middle standards. There is no explanation of the fact to be given beyond the general feeling of the Indian community on the subject, and public opinion seems to make very slow advance in the matter." "Standards V and VI in most Indian girls' schools continue to have a very precarious existence. In most cases they contain less than half a dozen girls who are liable to be suddenly removed by marriage" And again: "Few Hindu girls read further than Standard II before they are removed from school." Similarly Miss Honeyburne adverts to "the fact that girls are usually removed from school at an early age before they have finished the Primary course."

The residue of hope.

215. These things are not written by way of disparagement of what is being done and attempted. Only it is well to look facts in the face, and not to flatter ourselves that the education of Hindu and Muhammadan girls is advancing to any appreciable extent beyond a stage which is technically classed as lower primary. If, nevertheless, to any who have much at heart the branch of educational work with which this chapter deals I seem in these paragraphs to have played the part of Balaam, let them only apply the figure completely. The last word is benediction for all who are taking part—from the greatest to the least—in the task of bringing instruction and knowledge to the women of India,—perhaps the noblest and most heroic, and destined to be the most fruitful, of all the forms of educational work within the purview of this report.

CHAPTER IX.

EDUCATION OF EUROPEANS.

The new Code and the regarding of the schools.

216. Interest in respect of the education of Europeans has centred during the year in the regrading of the schools in accordance with the provisions of the Code of 1908. As noted in last year's report, paragraph 194, it was settled that the old High, Middle, and Primary Examinations (under the Code of 1905) should be held for the last time in 1909, and that the list of recognized schools should be published at the beginning of 1910. Considerable uneasiness was felt among the classes interested as to the effect of the new classification and of the introduction of revised courses of study. Mr. Hallward's report has since been received, and the decision in respect of each school should have been under consideration at the present time. The whole question of grading has, however, been postponed by the orders of Government, and the full introduction of the new Code is, temporarily, under suspense.

General Statistics of Schools.

Schools.

217. The total number of recognized schools is now 76,—3 Government schools, 68 aided, and 5 unaided. This is 4 less than last year: 1 school has been withdrawn and 2 have been removed from the list.

Pupils.

218. The total number of pupils is 8,546 compared with 8,112 last year. Of this total, 313 are in Government schools, 7,525 in aided, and 708 in unaided schools. There is an incease of 2 in Government schools, of 281 in aided and 151 in unaided schools,—a total increase of 434.

Expenditure.

219. The total expenditure has been Rs. 19,98,841, an increase of over 3 lakhs (Rs. 3,30,302) over the expenditure of 1907-1908. The greater part of this increase comes from private sources (endowments, subscriptions, etc.), namely Rs. 2,34,143,—surely a satisfactory fact. There has at the same time been a substantial increase of Rs. 62,453 from Provincial revenues. There has been an increase of Rs. 33,208 in fees. The small municipal contribution increased by Rs. 498. The figures are worth comparing:—

Year.	Fees.	Private sources.	Municipal grants.	Provincial revenues.
	Rs	Rs.	Rs.	Rs.
1908-1909 ...	8,27,635	6,26,804	2,769	5,41,633
1907-1908 ...	7,94,427	3,92,661	2,271	4,79,180

Direct and indirect expenditure.

220. Direct expenditure increased from Rs. 7,29,337 to Rs. 8,16,957,—an increase of Rs. 87,620: indirect expenditure increased from Rs. 9,39,202 to Rs. 11,81,884,—an increase of Rs. 2,42,682. There has been an outlay of Rs. 2,09,118 on building, which is Rs. 1,21,293 more than last year, over a lakh of this increase being expenditure from private sources (Rs. 1,03,902). Over Rs. 10,000 more was also privately spent for special grants for furniture and apparatus.

Grant-in-aid.

221. The total amount of grants-in-aid this year from Provincial revenues for direct expenditure was Rs. 2,24,639, more than last year's by Rs. 11,426.

Government Institutions at Kurseong.

Total cost.

222. The total cost of the three Government institutions at Kurseong,—the Victoria School, the Dow Hill School for girls, and the Women's Training College,—was Rs. 1,37,727. The fees received amounted to Rs. 51,622: the net cost to Government was therefore Rs. 86,005.

The Victoria and Dow Hill Schools.

223. The expenditure on the Victoria School amounted to Rs. 77,774; the fees to Rs. 29,347: the average number of boys throughout the year was 189. The expenditure on the Dow Hill School was Rs. 50,527; the total of fees received was Rs. 22,275: the average number of girls in the school was 115. The separate expenditure on the Training College was Rs. 9,426. These figures differ little from last year's.

The grading of the Victoria and Dow Hill Schools.

224. The splendid situation of these two schools, the handsome buildings and excellent equipment throughout, and also a consideration of the classes from which the pupils are drawn, make it very doubtful whether the proposal to class these schools as elementary is suitable.

The Training classes, Dow Hill.

225. The Training Classes for Women attached to the Dow Hill School have now been carried on for four years, and the need for them and their usefulness have been proved by the effective demand which exists for the teachers they train. Present arrangements are admittedly unsatisfactory, and the work goes on under difficulty. In a report on this year's examination Mr. Hallward and Miss Brock in their capacity as examiners write:—

"Of the utility of the Kurseong experiment and of the strong demand for trained teachers we entertain no doubt. But we desire to express our united hope that the experiment will not continue much longer to be conducted in the make-shift fashion which has been enforced upon us for five years. Is it too much to expect that Government will soon see its way to provide the necessary funds for the complete scheme of the Training College for 30 students, with a Lady Principal and an adequate staff of teachers? The scheme has now been hung up for three or four years: it is more than time that the institution should be given a fair chance and cease to be an unfledged and provisional nestling under the eaves of the Dow Hill School. Even as it is, the demand for these trained teachers is so much greater than the supply, that they command salaries 50 *per cent.* higher than the untrained;—many of the second-year students receive offers of employment even before the result of the examination is known. The competition for admission to these classes is also increasing: 16

applications were received this year before the end of November to fill the 10 vacancies which will be available next March."

"At the same time we have to correct a commonly prevailing misapprehension of the scope and purpose of the Kurseong training. It is an elementary, not a secondary, training college; and the passed students are only fitted to become fairly good elementary teachers."

The examiners add later:—

"We cannot close this report without recording our high sense of our indebtedness for the very considerable degree of success that has been attained, under the most unpromising conditions, to Miss Davies,— to her single-minded devotion to duty and to the admirable influence for good which her kindly sympathy and her refinement have exercised upon the students committed to her care."

Number of students and examination results.

226. There were altogether 20 students under training last year. In the examination held in November 1908, out of 6 seniors 5 passed, and 9 out of 10 juniors. The general result is considered satisfactory. There was decided improvement both in the theoretical and practical work of the second-year class.

Examinations.

Cambridge Senior and Higher Local Examination.

227. For the Cambridge Senior Local Examination there were 45 candidates sent up, of whom 20 passed. This is less satisfactory on the whole than last year's results, when 22 passed out of 42. The examination was held at two centres,—Calcutta and Darjeeling. Eight schools sent up candidates as against six last year: the schools, the number of candidates sent up, and the comparative successes for the two years were as under:—

Schools.	1908.		1907.	
	Sent up.	Passed.	Sent up.	Passed.
La Martinière Boys' School ...	10	8	5	1
St. Joseph's College, Darjeeling ...	13	6	13	9
St. Paul's, Darjeeling	3	...	7	5
Pratt Memorial School	3	2	2	2
La Martinière Girls' School	1	1	4	3
St. Joseph's High School	...	...	11	2
Loreto Convent, Darjeeling	4	3	...	...
Queen's Hill School, Darjeeling ...	3	...	...	...
Diocesan Girls' School, Darjeeling ...	8	...	...	...

The relative success of the Hills and of the Plains schools in the two years is in marked contrast.

An examination for the Cambridge Higher Local Certificate, which will under the new Code become the leaving examination for recognized secondary schools, was also held in Calcutta, at which 3 candidates appeared,—2 from the Pratt Memorial School and 1 from La Martinière Girls' School. All 3 passed well (in Class II): the La Martinière candidate with distinction also in two branches of history.

Departmental High and Middle School Examinations.

228. In the High School Examination, which will cease to be held when the new Code comes into force, there were 37 candidates, 7 more than last year, of whom 16 passed—6 in the First Division, 9 in the Second, and 1 in the Third.

In the Middle School Examination there were 90 candidates (16 more than last year): of these 45 passed—10 in the Second, and 35 in the Third Division.

Scholarships.

229. There was a curious falling off in the success of girl candidates in the two higher scholarship examinations. Out of 20 scholarships, 11 last year were won by girls: this year only 5.

Technical and Commercial Education.

230. Three schools only are reported as having technical classes attached to them. Two of these are affiliated to Sibpur College—the Victoria School since 1904, the Goethals Memorial School in the year under review: at the third, the Bourdillon School, the class has only quite recently been started. The Victoria School sent up 5 candidates to the Sub-Overseer Examination, of whom 2 passed: another candidate passed who had been trained at Kurseong, making virtually 3 out of 6.

There is a continuation class for type-writing and book-keeping at the Dow Hill School. It was without a teacher for the greater part of the year, but has now been revived. The Young Men's Christian Association

and the Young Women's Christian Association both conduct classes for type-writing and short-hand; and the former has recently started a class for motor-car driving, and also in the Public Works Department 4th grade accounts. There were 38 pupils in the men's classes and 73 in the women's (6 being Indian Christians). Mr. Hallward says of these classes :—

"The want of a good final examination in short-hand, type-writing and book-keeping, at which the students of all these special European schools and classes could qualify for certain certificates, is the one thing needed to give an immense impetus to these studies."

Undoubtedly these practical forms of education for Europeans in India deserve encouragement.

Engineering.

231. At the Civil Engineering College, Sibpur, there were 28 students classed as European. The decline here from 45 in 1907 is not a healthy sign.

Law and Medicine.

232. There were 3 European or Eurasian students in Law Colleges as against 4 last year. In the Medical College there were 73 male and 19 female students. Last year the numbers were 59 and 16. There were also 2 in the School of Art.

Arts Colleges.

233. There were 28 candidates for Matriculation, a decline from 42 last year, and all were successful: 19 from St. Xavier's College, 4 from the Calcutta Girls' School, 5 from Loreto House.

The number of European and Eurasian students studying in Arts Colleges was 27, two of these being women. The remarks made in paragraph 187 of last year's report continue to apply.

The Improvement of Education for Europeans in Bengal.

Present efforts.

234. That the education of the classes from which the pupils of European schools are drawn is still far from satisfactory hardly needs emphasizing again. Very real efforts are being made for improvement, of which the new Code is the systematic embodiment. It is regrettable that its active introduction should be deferred: but delay is preferable to haste which might dis-organize the schools still more to any positive mistake. The vital problem of grading needs final discussion and settlement: but the point in dispute is rather of names than of things. Agreement as to the authoritative definition of secondary education is very much to seek. It is fairly well agreed, however, that it is a question of the age looked to in framing the course of studies. So viewed, any education which from the beginning looks beyond the age of 14 in planning a systematic course of study is secondary. Apart from any question of names, moreover, the real end to be striven for is that, whether two, or three, or more types of school are recognized, they shall, each according to its standard, be thorough and efficiently organized.*

The measure of success achieved.

235. There is at all events plenty of vigorous purpose in the management of European schools, and the standard of efficiency of the best will bear comparison with English schools of similar type, as incidentally the results of the Cambridge Local Examinations show. Considerable improvements have actually been introduced into schools, the delay as to the new Code notwithstanding; and improvements, larger and more comprehensive in scale, are being actively pressed. The educational stir has reached "European Education," and reached it effectually. A continuance of the effort is what is now needed. The weak points continue to be the difficulties as to staff and the failure to reach the lowest strata, that in spite of deplorable degradation must still be reckoned as coming within the community whose educational wants are considered in this chapter. These things remain as they were.

* A quotation from Professor Sadler's monthly account of Education in England in "Indian Education" for September is not without bearing on the problem here :—

"It is indisputable that during the last seven years there has been a remarkable improvement in the middle and lower grades of secondary education. The schools are more plentiful; they are better staffed; they are more effectively equipped; they are doing work of a higher intellectual quality."

CHAPTER X.

THE EDUCATION OF MUHAMMADANS.

Numbers under instruction.

236. The number of Muhammadans in educational institutions of all kinds at the close of the year was 2,36,162. Of these, 1,41,148 were in primary schools, 16,973 in secondary schools: only 300 (including 1 female student) in arts colleges. There were 38 in law colleges, 6 at the Medical College, 6 in the Engineering College, 14 (10 of these female students) in training colleges: 62,880 are returned as in special schools, and 14,797 were in private institutions. There were also 43 Muhammadans in secondary schools for Europeans.

Increase and decrease over last year.

237. There is an increase of 26,479 of the total under instruction (last year's figure 2,09,683); an increase of 3,058 in primary schools and of 1,889 in secondary schools. There is a decrease unfortunately of 9 in arts colleges and of 5 in law colleges. The numbers in 1907-1908 at the Medical and Engineering Colleges were 7 and 5. There are 22,008 more in special schools (that is chiefly maktabs) and 476 fewer in private institutions.

The explanation of the high numbers and large increase under special schools will be found in detail in last year's report, paragraphs 225—227. It turns on the classification of the Muhammadan schools known distinctively as maktabs. Under the new scheme the maktabs tend to be classed as special schools instead of primary schools and private institutions.

Examination results.

238. Three hundred and one Muhammadans passed the Entrance Examination in 1908 as against 163 in 1907; 25 passed the F. A. and 11 the Intermediate (2 Science) as against 28 in 1906; 36 passed the B. A. as against 29, and 10 the M. A. against 5. At the Madrasa Central Examination 206 candidates appeared and 123 passed; in 1907 the corresponding figures were 121 and 95.

Present state of Muhammadan education.

239. This result cannot be considered satisfactory because of the continued decline of numbers at the higher stages, the reverse of what is desired. Every effort must be made to increase the number of Muhammadans at the higher stages of education.

Schemes for the Improvement of Muhammadan Education.

The conference of 1907-1908 and Mr. Earle's proposals.

240. The whole subject of Muhammadan education was vigorously taken in hand by Mr. Earle before he resigned the charge of directing education in Bengal. As already related in last year's report (paragraph 235) a conference, widely representative of Muhammadan opinion and interests, was called together towards the close of the year 1907. It met for the first time on December, the 16th, and referred to sub-committees a number of questions which covered practically the whole field of special education for Muhammadans. The sub-committees held frequent sittings in the course of the next three months, and made their reports in March 1908. The reports were considered and adopted with slight modifications at a second and final meeting of the conference held on April, the 22nd. Mr. Earle's recommendations, based on the work of the conference, were communicated to Government in June. They include a number of proposals bearing on various stages and aspects of Muhammadan education. Two main schemes emerge: one a comprehensive scheme for the improvement of education in Madrasas, including the constitution of a Title examination; the other for the improvement of education in maktabs.

I.—The Improvement of Education in Madrasas.

Government Madrasas. Improved courses of studies.

241. This scheme takes effect in the year now current: it was matured in the year under review. It remodels the whole work of the Calcutta and Hooghly Madrasas from the lowest class to the highest, and crowns the edifice by the institution of Title courses at the Calcutta Madrasa. The classes are to be rearranged and revised courses introduced. The objects put forward were to improve the general education throughout, while keeping unimpaired the high standard of Arabic learning. The new classification to be introduced in 1909-1910 provides six junior classes upwards from the 1st to the 6th, and five senior classes from the 1st to the 5th. It aims at giving greater definiteness to the curriculum of the

lower classes and at drawing a clearer distinction between the junior or school classes, and senior or college classes. The Lower Madrasa Standard Examination will be held at the end of the new 3rd year, and the Higher Standard Examination at the end of the 5th: this is however, a change only of names, the stages of education being the same. Above these eleven classes will come the Title course of three years in place of the 5th year of the old system, at the end of which the High Proficiency Examination used to be held. A revised syllabus of studies has been drawn up for both Junior and Senior classes, and a new syllabus for the Title course. The net result will be an improved scheme of studies throughout the Junior and Senior courses and a much more extended scheme of studies for the higher course, which takes the place of the High Proficiency standard and will now lead to a Title. At the same time arrangements have been made for better instruction in English as an optional subject, and small scholarships will be offered for its encouragement. Further, an advanced course is provided for the exclusive study of English for two years either before or after the Title course, the object being to enable Madrasa-trained Muhammadans to make themselves as well fitted for Government service as ordinary University graduates.

Improvement of staff.

242. Important changes are also introduced for the improvement of the staff of the Calcutta and Hooghly Madrasas, and these form a vital part of the whole scheme of improvement. These changes concern themselves with quality rather than with number. Counting 2 temporary appointments previously existing, the net increase on the two divisions of the Calcutta Madrasa is of 1 teacher only,—24 instead of 23. The improvement consists in the addition of 2 appointments in the Provincial Educational Service, of 6 in the Subordinate Educational Service, and the appointment of 6 teachers for the lower classes on special terms of Rs 30—1—50. The improvement of the staff of the Hooghly Madrasa takes the form of the addition of 2 to the staff, or 5 counting the making permanent of 3 temporary appointments; while the improvement of prospects is 2 quite new appointments in the Provincial Educational Service, 2 added appointments in the Subordinate Educational Service, and 4 appointments on the special rate of pay outside the graded services. These improvements are to be introduced gradually as funds permit, and a substantial instalment has been effected before or since the close of the year under review. It was also originally proposed to place at the head of this department of the Calcutta Madrasa an Arabic scholar from Egypt. This proposal was not, however, accepted by Government.

Improvement of non-Government Madrasas.

243. Besides all this an attempt is to be made simultaneously to improve private Madrasas by raising the staffs according to scales of expenditure for higher and lower grade Madrasas respectively. Such Madrasas are to be offered the choice of adopting this scale on the understanding that Government will contribute three-fourths of the increased expenditure required to bring the Madrasas, whether higher or lower, up to the scale proposed. With a view to giving effect to this scheme it was arranged that Khan Sahib Maulvi Muhammad Ibrahim should be placed on special duty for three months in the year now current to inspect all the private Madrasas of this province. This has since been done.

II.—The Improvement of Education in Maktabs.

244. The other is a comprehensive scheme for the improvment of primary education among Muhammadans. A maktab has been authoritatively defined by the sub-committee which dealt with maktabs as a school (presumably a *primary* school) in which the Koran is read and instruction is given in the elements of the Muhammadan religion. Mr. Earle's scheme proposes four measures of improvement:—

(1) It provides more effective grants in aid to maktabs at an estimated cost of Rs. 70,000.

(2) It proposes the appointment of additional Muhammadan inspecting officers (inspecting maulvis), where needed, and lays down the Higher Madrasa standard as the proper qualification for holding such appointments. There were 7 already appointed under the scheme of 1904. Mr. Earle's scheme proposes 9 additional appointments,—1 for every district in which there are 90 or more maktabs; and additional appointments later in other districts when this number is reached.

(3) The provision of 14 new departmental (or model) maktabs.

(4) The provision of special training schools for Muhammadan primary teachers by adapting a limited number of schools under the *guru*-training scheme to the needs of Muhammadan teachers. It is proposed that one such training school is to be at once converted into a *mianji*-training school in each of 17 districts, and similar schools provided for other districts as need arises. Special salaries are to be offered to the teachers on the staffs of these schools, and the Higher Madrasa standard is taken as the qualification of the head teacher.

245. Besides all this a syllabus of studies has been drawn up for these schools and a special Teachers' Manual,—a Maktab Teachers' Manual,—is to be prepared by adaptation of the Junior Teachers' Manual. The additional cost involved in these various proposals, besides the Rs. 70,000 for additional grants-in-aid, was Rs. 6,360 for the salaries of the inspecting maulvis; Rs. 6,048 for the up-keep of the departmental maktabs (besides Rs. 8,400 initial expenditure); Rs. 5.916 additional cost for the *mianji*-training schools: in all an additional annual expenditure of Rs. 88,324, besides Rs. 8,400 initial expenditure on the establishment of new departmental maktabs.

Progress of the scheme.

246. This scheme was formulated along with the general scheme for the improvement of Muhammadan education in Mr. Earle's letter of June 1908. It was approved in principle by Government in August of last year, subject to the understanding that it should be introduced gradually as funds permitted. In February of this year, in accordance with the request of Government for an expression of opinion as to how the gradual introduction of the scheme should proceed, a recommendation was made for a partial introduction of the improvements of the scheme during the present year; but it was not found possible to provide money for the purpose. The introduction of the new syllabus turns upon the publication of the Maktab Teachers' Manual, and that will not be ready till next year (1910).

Importance of these schemes.

247. These two schemes together form one great and comprehensive scheme for the improvement of education among Muhammadans at every stage of education from the most elementary to the most advanced. They are interesting also as frankly accepting the distinctive character of Muhammadan education and giving full scope to the elements of value in it: and in particular as aiming at a recognition of the equivalence of the highest Madrasa courses with University standards. The whole forms an educational reform of first rate importance, and, when fully carried out, is likely to prove the most successful and most enduring of the schemes of reconstruction initiated during Mr. Earle's Directorship. The total additional annual cost, if all the proposals are carried out, is Rs. 1,30,804: for the Madrasa schemes Rs. 42,480; for the Maktab schemes Rs. 83,824.

Special Muhammadan inspectors.

248. There are other measures which the Muhammadan community have had much at heart for the conservation and advance of their special educational interests. One of these is the appointment of special Muhammadan inspecting officers for the inspection of Muhammadan education generally. Mr. Earle's recommendation is for the appointment of a special Muhammadan inspecting officer in each division, thereby reviving a proposal made by Mr. Tawney in 1886. In view, however, of the difficulty of asking for additional appointments in the superior inspecting staff, he recommended that in each Inspector's circle one Muhammadan officer, either an assistant inspector or a selected deputy inspector, should be set free for this special purpose. The proposal has been accepted as already noticed in Chapter II, paragraph 22; but so far it has not been found possible to free special officers for the purpose.

The teaching of Urdu.

249. In respect of the teaching of Urdu, following the opinion of a sub-committee on the question, Mr Earle recommended that wherever in the Presidency and Burdwan Divisions the vernacular of Muhammadans is really Urdu (and not Bengali as in most parts of Bengal proper), instruction should be imparted to Muhammadans in Urdu; and that additional teachers should be appointed in high schools, wherever required, for teaching Urdu to Muhammadan boys in the lower classes as a preliminary to their study of Persian in the higher. These views have received the approval of Government.

The Government Madrasas.

Effects of re-organization.

250. The re-organization noted above must, of course, affect vitally the future of the two Government Madrasas. The new courses of study have been introduced with this year's session, which began in July; and henceforth examinations will be held and scholarships awarded in accordance with the new system. The improvements of staff will be carried out gradually. The changes contemplated did not touch the work of the year under record.

The Calcutta Madrasa, 1908-1909.

251. The total number of students on the 31st of March 1908 was 901: on the 31st of March 1909 it was 970. Of these numbers 550 were in the Arabic Department or Madrasa proper (which alone the re-organization will affect): 420 were in the Anglo-Persian Department, which is really an ordinary High School reserved for Muhammadans. This is an increase of 50 in the Arabic Department and 61 in the Anglo-Persian Department; altogether of 111. The total cost from Provincial revenues was Rs. 47,778: for the Arabic Department Rs. 30,356; for the Anglo Persian Department Rs. 17,422. The general report submitted by Shams-ul-ullama Ahmad, who had been officiating for Dr. Ross from the middle of February, as regards discipline, physical training and games, library and hostel, is satisfactory.

252. The results of the Central Examination of 1908 were that of 96 candidates sent up, 80 passed: 53 in the 1st Division, 15 in the 2nd; 12 in the 3rd.

The Elliott Madrasa Hostel.

253. Besides its function as a college hostel attached to the Madrasa, the Elliott Hostel also, by special permission of the University authorities, serves as a Hostel for Muhammadan students in Calcutta arts colleges generally. Of the 119 boarders resident on March, the 31st, 57 belonged to the Madrasa itself, 62, or more than half, to other institutions. The need of more hostel facilities for Muhammadans was strongly urged at a special conference held in February, and a resolution advocating the provision of new hostels specially for the students of arts colleges was passed. The project has since been taken up by Government and rapidly pushed forward, but belongs rather to the history of next year than of this. When built, it will meet a want long and urgently felt.

The Hooghly Madrasa.

254. Mr. Das Gupta (Principal, Hooghly College) reports that there were 141 on the rolls at the end of the year 1908-1909. The total expenditure was Rs 3,887, and Rs 681 was received back in fees. The results of the Central Examination, 1909, were that of 75 students sent up from the four senior classes, 23 passed: 13 in the 1st Division, 3 in the 2nd, and 7 in the 3rd. In the Muhammadan Hostel, which admits boys from the Collegiate School as well as Madrasa students (but not College students) there were 133 boarders. Mr. Das Gupta writes:—

> "The local conditions are such, and the Muhammadan boys who come to Hooghly for purposes of study are so poor, that they cannot open messes on their own account, and every one who joins the Madrasa asks for accommodation in the Muhammadan hostel."

The Hooghly Madrasa and the Re-organization Scheme.

255. The condition of the Hooghly Madrasa in relation to the re-organization scheme is serious and calls for careful attention this year and next. As Mr. Earle remarked in laying the scheme before Government, "This Madrasa has been seriously neglected in the past." It is housed in one wing of the College, and as Mr. Das Gupta pointed out, this accommodation does not admit of expansion. The accommodation was already inadequate (or rather unsuitable, for there is abundant space) for 8 classes. A perplexing situation is necessarily made when the 8 classes become 11 and improved organization and staff is introduced. This has proved to be the case. A solution is being sought, but the difficulties are great. It has to be added, however, that some of the classes are extremely small: the total of the four lowest classes was in August only 23. A circumstance which has to be borne in mind is that the Muhammadan community attaches great importance to the claims of the Madrasa to a share in the College building; and these claims are justified by the fact that the foundation of Hooghly College itself was an outcome of the bequest of Muhammad Mohsin.

The Education of Muhammadan Girls and Women.

Awakening to the value of education.

256. Signs are manifesting themselves that the opinion of educated Muhammadans in respect of the education of women is undergoing change. Miss Brock notes:—

> "There is quite evidently a growing feeling among Muhammadans in favour of the education of their girls and women. This tendency seems to me to have come into being

during the last three years. The fact has been strongly noted by all the Assistant Inspectresses as well as by myself."

Similarly Miss Honeyburne remarks:—

"Although Muhammadan female education is even more backward than Hindu, yet there has been some progress in this direction, and it is an encouraging fact that no difficulty was experienced in filling the Muhammadan section of the Bankipore Female Training College."

Appointment of a special officer.

257. In connection with the establishment of the Women's Training College a suggestion was made from Patna of the official employment of a Muhammadan gentleman of position to explain and popularize among Muhammadans ideas about the value of female education, and to act generally as an adviser to Government officers in all matters concerned with the subject. Maulvi Hafiz Syed Mohibul Haq was named as one eminently fitted by his deep interest in education and the respect in which he was held by the Muhammadan community at Patna to undertake this delicate mission. The recommendation was accepted by Government, and in December last the appointment made for six months on a salary of Rs. 200 a month.

Difficulties and hindrances.

258. There are, of course, still great hindrances to progress: difficulties about school buildings;—difficulties in finding teachers;—difficulties in finding money. Miss Brock writes:—

"A considerable number of girls' schools and *zanana* classes have actually been started, but it is extremely difficult to know how to assist them. Scarcely a week passes without an application of some kind being sent into my office. On inspecting the institutions, however, I often find that nothing except the mechanical teaching of the Koran is being done. In most cases a woman is in charge of the class, who is capable of teaching Urdu reading, but who has no other qualifications for her task. In many instances she cannot write, and has no acquaintance with either arithmetic or needlework. My own feeling is that at this stage the Department ought to give grants to Muhammadan girls' schools that can teach Urdu reading and writing well in order that we make a start. The continuous refusal to aid these schools will shortly end in their disappearance altogether."

Again:

"There is a proposal to start girls' schools at certain centres under Muhammadan local committees, and attempts are now being made to do this. In most instances strong local sympathy is felt, and members of the community are quite willing to use their influence in overcoming prejudice. They are not willing, however, as yet to show their sympathy in a more substantial way, and I think it is hopeless to think that these schools will be supported by local subscriptions. I believe it would be an excellent plan if Government were to start a certain number of Muhammadan model girls' schools on the same plan as those for Hindus and bear the whole expense."

Special syllabus and special readers.

259. The special syllabus, mentioned last year, for Muhammadan girls and women has been introduced with the help of the books then recommended into *zananas*, where instruction is being carried on, and into the Government Muhammadan schools at Bankipore and Bhagalpur. The special readers are in course of preparation.

Government aid to *átus*.

260. Of the experiment of fostering the *Atu* system in Bihar, noticed in paragraph 185 of last year's report, Miss Honeyburne writes:—

"These *átus* are *parda-nishin* women and teach a number of girls who come to their houses from the neighbourhood. Their work is superintended by a Muhammadan Lady Superintendent who teaches them arithmetic, of which subject, as a rule, they know nothing at first, and generally supervises their work.

"In one or two cases these *átus* also give instruction in private houses to pupils who cannot come to them. The system is yet in its infancy, but promises to be of considerable value in giving elementary education to young girls of the middle class.

"The chief drawbacks at present are the meagre qualifications of the *átus* and the early age, 11 or 12, at which most pupils leave. But notwithstanding these disadvantages the *átus* are doing useful work, and the scheme deserves encouragement."

CHAPTER XI.

THE EDUCATION OF SPECIAL CLASSES.

The Education of Chiefs and Nobles.

Amalgamation of the Nawab's Madrasa and High School, Murshidabad.

261. The amalgamation of the Nawab's Madrasa, which has been a school for the boys of the Nizamat family at Murshidabad, with the Nawab's High School, as finally arranged in December 1907, received the sanction of Government in September 1908, and has now been carried out. The amalgamation

took effect with the new session early in January. The combined schools will henceforth be known as "The Nawab Bahadur's Institution." The Nizamat boys will be separately lodged in the Madrasa building, and will retain all their former privileges. It is desired that the Head Master, who will as before be a member of the Provincial Educational Service, shall be a European officer, or one with European qualifications.

The Ranchi College Scheme.

262. The arguments of those who advocated the Ranchi College scheme gather emphasis from the fact that no special institution exists in Bengal for the education of Chiefs and Nobles. From Orissa and Chota Nagpur young men of rank are occasionally sent for education to the Raj Kumar College at Raipur. Special efforts have been made at Ranchi and Hazaribagh by the Commissioner and Deputy Commissioner to draw the sons of local Rajas and Zamindars to the zilla schools, and with some success. The plan is to provide special boarding accommodation and place these special pupils under the personal supervision of the head masters. At Ranchi with a European in the Indian Educational Service as head master the conditions are specially favourable.

The Ranchi College scheme itself has been in suspense since the beginning of 1909 owing to the failure of resources sufficient to justify proceeding with it. In September the foundation stone was laid by Sir Andrew Fraser. Though building materials had been collected, no further progress was made.

The Education of Aborigines.

Progress of education among aboriginal races.

263. There is progress in bringing education to aboriginal races, but it is slow. The returns show a small increase of 2,032 over those of last year,—53,252 as compared with 51,220. Last year there was an increase of close on 5,000. In Orissa there has been an increase of over 1,000 chiefly, says the Inspector, in additional special schools established for the Khonds in the Khondmals subdivision through the special exertions of Mr. Ollenbach, the Subdivisional Officer. In Burdwan, where last year marked progress was recorded among the Santhals, there has been a decrease of 497, attributed by Mr. Lambert to the rise in the price of food-grains. In this Division an Assistant Sub-Inspector has been specially appointed during the year under report for the supervision of Santhal education in three districts, namely Birbhum, Bankura, and Midnapore. Mr. Lambert describes this as a very heavy charge, and adds that the appointment of a special officer is desirable for Midnapore alone. Of the aborigines in the Bhagalpur Division Mr. Prothero writes:—

"I am not satisfied with the present condition of Santhal and Paharia education, and my proposals on the subject will shortly be submitted."

There were 595 Bhutias and 146 Lepchas under instruction in the Darjeeling district.

Means of advancing education among them.

264. The special means adopted for encouraging the spread of education among the aboriginal races are special schools, special scholarships, and in some few cases special inspecting officers. Fees are sometimes remitted as in Chota Nagpur. For the Santhals, Oraons, Mundas, and Hos of Chota Nagpur the provision of special books was recommended by Mr. Stark two years ago. It is very necessary also that inspecting officers as well as teachers should understand and speak the tribal languages of these peoples. It is worth while continuing and augmenting all these forms of effort since the amiable characteristics of many of these peoples make the work of educating them a happy labour.

Tea Garden Schools.

265. The number of children getting schooling on tea estates has risen during the year by nearly 64 *per cent.*, from 834 to 1,367. This is satisfactory progress, though the number of children at school is still small compared with the total number of children on tea gardens. Three new schools were opened, one being a night school. There are now 18 day and 20 night tea estate schools in the Darjeeling district.

The Education of Indigent Classes.

266. The increase recorded among these classes, about 8·3 *per cent.*, is considerable—from 70,562 to 76,435. Under this head are grouped together the poorest classes among Muhammadans and Christians and some of the lower Hindu castes. A fair number of scholarships were secured by children of these classes.

The Reformatory School.

267. The removal of the Alipore Reformatory School to Hazaribagh, which was recorded in advance in last year's report, was carried out in the year under report between July the 29th and September the 13th. Mr. Davies assumed charge of the amalgamated schools at the end of November. Mr. Walsh held charge from September the 22nd to November the 30th. Previously Mr. Walsh had been Superintendent of the Alipore School and Mr. G. W. Lawrence at Hazaribagh. Amalgamation of the Alipore and Hazaribagh Schools.

268. The total number of boys in the amalgamated schools on March the 31st was 443; 207 frm A ipore. A complete scheme of re-organization is in progress; but it will be long before it can be completely carried out. The financial scarcity is an immediate hindrance. A new classification is being tried for school purposes. Boys below 14 years of age attend school for three hours in the morning: boys between 14 and 16 for three hours in the afternoon. Boys over 16 are exempted from schooling and employed only on industries. Teaching is up to the lower primary standard, everything being done to give the institution as far as possible the character of a school and to bring healthy influences to work upon the boys. Re-organization at Hazaribagh.

269. The total cost to Government has increased from Rs. 77,532 in 1907-1908 to Rs. 82,018. The cost for maintenance was Rs. 81,248 as against Rs. 72,387 in 1907-1908. Cost.

Education of Defectives.

270. There is a School for the Blind in Calcutta with 15 pupils and another at Ranchi with 19 pupils,—14 boys and 5 girls. There is a Leper School at Purulia with 153 pupils. There is a school for the Deaf and Dumb in Calcutta (with 50 pupils) for which the District Boards of Patna, Gaya, and other places in the Province grant scholarships.

CHAPTER XII.

PRIVATE INSTITUTIONS.

271. The institutions classed as private in the technical sense of this chapter, which had decreased in number last year and in preceding years, this year show an increase. There are 4,280 institutions returned under this general head, and 53,109 students in them as compared with 4,271 institutions and 49,649 scholars in 1907-1908. Statistics and classes of Institutions.

Of the different kinds of institutions thus classed together, 545 with 6,843 scholars are institutions teaching advanced Arabic or Persian; 587 with 5,733 scholars are teaching advanced Sanskrit; 2,325 with 24,541 scholars are classed as "Elementary, teaching a vernacular only or mainly" for boys and 18 with 228 for girls; 351 with 4,865 scholars are "Elementary, teaching the Koran to boys," and 52 with 717 to girls; while under "Other Schools not conforming to Departmental standards," are 384 institutions for boys with 9,119 pupils, and 18 for girls with 1,063 pupils.

272. This is merely a miscellaneous aggregation of institutions, and neither the general head nor the subdivisions can be considered satisfactory. The *differentia* of the whole class is non-conformity to standards recognized by the Department. Obviously institutions of a widely different order and *Rationale* of classification.

character might be included. They appear to fall into two main classes—I—advanced institutions for the teaching of oriental languages; and II—schools of an extremely elementary character, like Koran schools. There are, however, some quite heterogeneous institutions included under "Other schools," such as the Music schools described in paragraph 790 of Mr Hornell's Quinquennial Report, which have a special interest and may before long have a revived importance. These might perhaps be better included under "Art." For a fuller account of the principle of classification in this chapter generally the whole of Chapter XII in the Quinquennial Review may be consulted. The term "Private" institutions is specially objectionable, as it conveys no distinctive meaning as regards the institutions meant; and has a distinctive meaning, which is different, namely institutions under private management.

Institutions founded by the National Council of Education.

273. The tendency no doubt is, despite the increase of number this year, for institutions of all these kinds to be drawn into conformity with recognised standards; and there is therefore an inherent and abiding tendency for this miscellaneous group to undergo repeated losses on this account. Reaction, or at least temporary reaction, is always possible. This has, indeed, happened in the case of a new class of institutions of some importance not included in the returns on which this report is based, but which should if possible be included in future reports. These are the institutions fostered by the National Council of Education in Bengal, some of which have been, rather inappropriately (for the name has a different connotation in English), been called "National Schools." These began in a sort of revolt from the Department and all its ways; but time and other influences have softened the antagonism, and it is growing less and less. It would be a happy thing if it ceased altogether. According to information furnished by the Secretary, there are now under the control of the Council 16 schools besides the college and school in Bow Bazar Street. The Council of Education is doing good work, and there is ample room for fresh workers and new kinds of agency in the educational field. Only it will be better that the Department and the Council should work in harmony; or, if there is rivalry, that it should be the rivalry only of honest and friendly emulation.

CHAPTER XIII.

PHYSICAL AND MORAL TRAINING.

Order of treatment to be followed.

274. The order of topics followed in this chapter will be that of the Third Quinquennial Review which follows that of the Fourth Quinquennial Review for all India:—

(1) Hostels and their management.
(2) Physical training and games.
(3) The personal influence of teachers' character.
(4) Discipline.
(5) Social influences.
(6) The influence of books.

Hostels and their management.

Collegiate hostels.

275. With the advancing approximation to the residential type of college, the hostels attached to colleges are being steadily improved as well as increased in number and extended. There is a well managed hostel system in connection with the Ravenshaw and Patna Colleges; the Civil Engineering College, Sibpur, and the Bihar School of Engineering are entirely residential; the Eden Hindu Hostel, the hostel of Presidency College, may now claim to be one of the best organized, as with its 260 boarders it is the largest of hostels in Bengal; the Elliott Madrasa Hostel, which as regards its constitution is of a different type, including students of many institutions but united by the bonds of race and religion, has always been a pattern of a well managed hostel.

The elements of true social life, collegiate in character, are found in all. In most there is a measure of self-government, use being made of the system of delegated responsibility by means of prefects or monitors. New rules drawn up last year, and coming into operation with the current session for the Eden Hindu Hostel, aim definitely at the cultivation of a sense of responsibility in the student and respect for communal order. The hostel is divided into wards under prefects, and each has a nucleus of organization in its literary society which meets weekly. The prefects are to enjoy certain privileges and receive a special certificate on leaving the hostel. A certificate of good conduct from the Superintendent is also required by all boarders as a condition of being sent up for examination from the college. This so far is of Government colleges only. The hostel system is advancing also at colleges generally, especially at Berhampore, at St. Columba's, Hazaribagh, in the Scottish Churches Colleges and at Bankura.

The Calcutta Mess Scheme.

276. The organization of messes in connection with Calcutta colleges continues to expand, but there are two troublesome problems connected with it which at present resist solution. One is that the arrangement by which an officer of the Provincial Educational Service has been lent to the University as Inspector of Messes, has not been found to work satisfactorily, and the Syndicate ask to be allowed to make the appointment themselves on the understanding that the Inpector's salary shall still be paid by Government. The other is that the cost of the scheme to Government increases year by year, and last year exceeded the provision of Rs. 9,000 by over Rs. 3,000. And with all this the scheme for messes is only a make-shift and never a satisfactory substitute for college hostels. The only completely satisfactory solution, as was said by Mr. Wann in 1907, is a hostel system which shall find room for every college student who has not a home in Calcutta.

Extension of the boarding system in schools.

277. The provision of hostels for schools proceeds more slowly. The Divisional Inspectors' returns give an increase of 33 boarding-houses and of 321 boarders. The totals are now 383 boarding-houses, 11,033 boarders. For schools, boarding-houses or hostels (whichever they are called) are not to be looked upon as an end in themselves. The system is a day-school system, and likely to remain so. All that is required is that boarding accommodation should be supplied when wanted, and that a certain standard of decency and comfort should be attained. Neither end is fully secured at present. In connection with many secondary schools boarding-houses are wanted if they could be provided. Some of the existing boarding-houses do not reach a standard which can be approved. For instance Rai Bahadur Madhu Sudan Rao says of those in Orissa :—

"The condition of most of these hostels is far from satisfactory. They are, generally speaking, ill-lighted, ill-ventilated small houses, built with little reference to hygienic requirements, and more or less over-crowded."

The boarding-house for the Motihari Training School is described as "a badly ventilated building and not large enough to accommodate the students under healthy conditions. It has no kitchen, and the boarders are put to much inconvenience in consequence of their having to prepare their food in the same house which they occupy." These are examples of what has to be amended. Whether boarding-schools of a high type are to be desired for Bengal and whether there is room for such is a distinct question. Such was the aim at any rate of the school designed as part of the Ranchi College scheme. Only in schools, wholly or partly of this type, is the attainment of a high ideal of social life possible. It is to this type which some remarks made by Mr. Prothero apply :—

"The object of these hostels, so far as the convenience of board and lodging is concerned has been fulfilled in a manner; but as regards the giving of the benefits of a corporate life, so far as the present circumstances admit, to the boarders, and in respect of making them firm in the practice of good habits during their boarding-house life that may stand them in good stead when their school career is over, a beginning has yet to be made."

This is true of school boarding-houses; but as regards college hostels the ideal, as we have seen, is already in process of realization.

The problem of superintendence.

278. A problem of the utmost importance both for college hostels and school boarding-houses, and one very difficult of solution, is that of superintendence. Undoubtedly in the case of a college the desirable superintendent is one of the teaching staff, and for a school hostel one of the assistant masters. Such

men must give up a good deal if they undertake such arduous responsibility,—leisure and peace of mind out of school hours, and, commonly also, family life. A few men here and there will make the sacrifice from a high sense of duty, or even still more rarely accept such appointments from a natural liking for them. In most cases adequate remuneration is necessary as an inducement. In view of the present inadequacy of the remuneration offered and the lack of uniformity in its regard Mr. Küchler put forward a comprehensive scheme fixing the rate of pay for hostel superintendents according to a definite scale based on the extent of the charge. Government has desired to be informed of the financial effect of the proposals before coming to a decision. The grant of free quarters to teachers in hostels attached to schools was approved in principle by the Government of India in December: but it is doubtful if in all cases this measure will effect all that is desired.

Physical Training.

Recognition of the importance of physical exercise.

279. There is no ready measure of the exact extent to which from year to year habits of taking exercise and love of games are spreading in schools and colleges. There can be little doubt that they are spreading: such at all events is the impression conveyed as to schools by the divisional reports. For instance Mr. Mukherji says of his division:—

"The utility of physical training side by side with intellectual development is now generally admitted. Physical exercise of some kind or other is now practised in nearly all secondary and in many primary schools. Drill is part of the school course in all primary and middle schools, and is also taught in most high schools. Gymnastic exercises are practised here and there, but they are not as popular as football and cricket. Hockey and lawn tennis are also played at places. Indigenous Indian games are generally practised in the middle and primary schools in the interior."

Much the same is said of all the other divisions: the uniformity in all the details is quite striking. An interesting development is the inter-school sports of the Darjeeling Terai Schools, held at Bagdogra during the Melâ. This is an example for imitation. Gymnastics are less popular than games, and in many schools the apparatus is very defective, or rather it is nearer the facts to say that in very few schools is the apparatus really satisfactory. The Hazaribagh Zilla School is mentioned as an exception. It is doubtful whether any college even is thoroughly well provided in this respect, though the Patna College has at any rate the building for it.* The best gymnasium accessible to students anywhere is the Young Men's Christian Association gymnasium at the corner of College Street and Harrison Road. Presidency College is at the present time particularly badly off, as its gymnasium was swept away in order to afford a site for the new elementary laboratories. A gymnasium is one of the project of the Extension Scheme.

Drill has greatly improved in many high schools. In primary schools where the *guru* is the instructor it is often, as might be expected, mechanical and lifeless.

Unsatisfactory tendencies.

280. This is in the main satisfactory and matter of congratulation. Unfortunately it is seldom possible in human affairs to attain advantageous results without counterbalancing drawbacks manifesting themselves. The very success of the advocates of manly games has brought with it ill tendencies which need to be resisted. One is a tendency to something like professionalism. The other is an excess of the spirit of emulation, which has led in late years to much ill-feeling and sometimes to outbreaks of violence in the football field which form no part of the game. The tendency to professionalism shows itself in the enrolment of boys in schools for the express purpose of qualifying for the team that is to play in Cup or Shield matches: complaints that this is being done often go beyond the truth, and this also is a manifestation of a spirit of emulation which goes beyond healthy bounds. Head masters and assistant masters in schools can best resist these tendencies by setting their faces steadily against them: but the course is not always easy and certainly not popular. The tendency is also arising for boys and students to devote themselves wholly to games to the neglect of the more proper occupation of the student. This is the same athleticism which has attained much

* This building has been fitted up—but not as yet completely—at a cost of Rs. 630, and already forms a gymnasium of quite unusual excellence.

proportions in English schools and colleges. It is of course to be discouraged. Happily the type of student who takes a useful part in school and college games and passes examinations with credit is known also in Indian as in British schools and colleges. The excesses of rivalry showed a marked tendency to increase last year in Calcutta, once at any rate needing the interposition of the police (this was not however an inter-collegiate or inter-school contest), and have for some years been marked at Bankipore. All alike show lack of the true spirit of sportsmanship,—of the chivalry rather which is the code of honour of English games. On this Mr. Preston remarks :—

"The true sporting spirit which takes a beating cheerfully has still to be cultivated among our boys : at present it is quite a common thing for the defeated team to 'file a petition' couched in legal language, against the victors, accusing them of some irregularity often of a most trivial kind."

These considerations are really of a momentous character. For the advocates of games and physical exercise have put forward the ethical effect of what they advocated as the chief consideration. Games are to be a cunning weapon in our hands for the moulding of character. But if the weapon turns out double-edged and to harm character instead of forming it aright, the advocacy of games takes on altogether a more dubious complexion. It therefore behoves all those who share this belief in the value of games, and who have at heart their promotion in Indian schools and colleges, to exert themselves to check these undesirable tendencies. The whole matter demands the earnest concern of school masters and others connected with education.

The Character of the Teacher.

281. Probably the most potent influence that can be brought to bear on the school-boy or college student (apart from the influence of the school or college society in which he moves) is the personal character of his teachers. This makes the appointment of every school-master a momentous act. Adequate tests of character for the special work of school-mastering are difficult to secure. At least it is desirable to exclude the teacher who only takes up teaching to fill a gap in his career until he secures an opening more to his liking. The serious and responsible nature of the school-master's work needs again to be brought to realization. Training colleges, it may be hoped, will effect something towards raising the teacher's conception of the character of his work, as they certainly tend to give the calling greater definiteness as a profession.

Discipline.

282. The reports from all quarters of the discipline of schools and colleges are with one qualification satisfactory. The qualification is that the good conduct is of the negative order,—the absence of offences. It would be misleading to say that the schools and colleges of Bengal are in a high state of discipline. What was said last year is true also of this. There is acquiescent discipline everywhere; of the true spirit of discipline,—active co-operation with authority,—not very much. The cases of serious misconduct reported are few—mostly resort to unfair means at examinations. In 3 cases the severe punishment of expulsion was found necessary, 2 in the Patna and 1 in the Presidency Division. A few cases also were visited with rustication, but not many. Satisfactory reports for the year.

283. The weak points of the position are aptly touched by Rai Bahadur Madhu Sudan Rao :— Need of a more active morality.

"No real moral training is imparted either in our schools or in our hostels. There is very little mutual co-operation between guardians and teachers in the direction of forming the characters of our pupils. Indeed, neither can be said as a class to be truly alive to their responsibility in this matter. There are certainly parents and teachers who take a deep interest in the moral well-being of their children or pupils, but their number is as a drop in the ocean. We need not, however, despair. The continued attention which is being directed to this all-important matter by Government and the action which is being taken in the way of providing friendly and vigilant supervision by teachers is bound to result in an improved state of things."

The point here made of the importance of co-operation between school authorities and parents and guardians is one of extreme importance. The

father or guardian is left too much aside in the relations between schoolmasters and their pupils. There is need of drawing these two authorities of the home and of the school into association and sympathy. It is more difficult seemingly in India than in some other countries, and has hardly been attempted as yet. But at least the idea has found expression, and it must be the business of schoolmasters to try every means to draw parents into closer association with the school. Prize-givings and other events of the school year offer public occasions. The private and personal occasions must be made by the parent or teacher as the interests of the individual pupil demand it. Teachers on fit occasions should consult parents; parents teachers. In German schools it is a custom for a certain day to be set apart by each class teacher, within certain hours of which he is accessible to visits from the parents of the pupils in his class.

Mr. Prothero's remarks on the state of transition and the need of patience.

284. In respect of this whole question of the discipline in Indian schools and colleges there are remarks by Mr. Prothero in his divisional report for 1907-1908 so apt and pregnant that they may be fittingly recalled before passing away from the subject:—

"There are indications that the foundations of discipline are being sapped, not, as is generally supposed, by an external agent like political unrest, but by the dissolution of the old social ties and the gradual reconstruction of Indian society on the basis of individual as opposed to communal interest. There is indeed outward conformity to the canons of decency and decorum, courtesy and obedience; but there is no more blind submission and inborn reverence: and the discipline that is seen wants the genuine ring about it. This is inevitable in a period of transition from the old to the new order; and it will continue to be so until the reverence for the moral law has fully developed and taken possession of the mind as firmly as blind faith and self-abnegation did. Discipline is the result of the social, moral and religious environments of the people, and until these are conducive to its healthy growth it can never be of the right sort. We must have patience and trust to the operations of natural laws which always work for order and harmony."

Social Influences.

Students' associations.

285. With occasional sets-back students' social activities tend to increase. There is no college now, Government or other, but has several societies of a more or less social character, at any rate upon paper, and if they sometimes languish, they are at any time capable of revival and renewed activity. Those belonging to Government colleges have been sufficiently noticed in Chapter III. The Calcutta University Institute continues its activities in Calcutta with renewed output of energy in several directions. The Bihar Young Men's Institute is enlarging its borders at Bankipore. An interesting and promising development has taken place in the establishment of a Students' Common Room in connection with the Patna Collegiate School.

Students and teachers.

286. References are sometimes made to a supposed Golden Age, less than twenty years ago, when students and their teachers were more closely in touch and no gulf yawned between them as now. This is probably an illusion, due to the fact that ideas of the responsibilities of teachers towards their pupils have of late grown much more exacting. Those who can look back twenty years are perhaps better able to judge of this than the present generation of students, whose criticisms on the point are sometimes voiced with greater candour than modesty. It may at all events be said with truth that the mechanism of social relations between the students and their teachers was never before so elaborate as now. We have Common Rooms of which professors as well as students are members; and in most of the social activities of students professors take some share, if they do not actually lead them. There are institutions, like the University Institute, in which senior members take a large part in the management, and the tradition of the associations of professors with games is still not infrequently kept up. It is true that social relations might well be extended and deepened: but it is also true that they have never been more extended than now, and doubtfully ever more intimate. It is above all things necessary that to have any efficacy such relations must be free and unconstrained. Their virtue is gone when constraint enters, whether the constraint is that of constituted authority or of students' expectations. In this matter there is great need for the practical application of the maxim "It is more blessed to give than to receive."

Books.

287. The moral text-book was long ago ruled out, and the efficacy of books with a specifically moral purpose is through the laws of mind limited. Equally the deliberate purpose of setting text-books of literature for their moral tendency may for similar reasons fail of the effect expected. The moral tendency must not be disregarded, but it should not be made too conscious an aim. The supply of wholesome literature to school and college libraries, and more particularly to school libraries, is a point of importance which is being looked to, but which requires a good deal more attention. School libraries are often altogether defective; sometimes when there are a good number of books, few of them have been chosen with a view to supplying books suitable for school-boys' reading. This is being realized, and in several cases the effort to make good this deficiency is being consciously made. It is a point of the very first importance. It should be the aim of school authorities everywhere to secure that the school library contains a good number of books which shall be good reading—that is interesting and wholesome reading—for boys. Attention to school libraries.

CHAPTER XIV.

EDUCATIONAL CONFERENCES.

288. There were no educational conferences properly so-called held at head-quarters during the last financial year except that, as already related in Chapter X, the final meeting of the Conference on Muhammadan Education was held on April the 22nd, 1908. Conferences in Calcutta.

Several meetings were held of Committees on educational subjects:—

(1) Six meetings (the 11th to the 16th) of the Special Committee for the revision of the Syllabus for Standards III to VI. The work done in addition to the detail of the Syllabus concerned was the preparation of Vernacular Readers and of Science books for Standards III and IV and Standards V and VI, and arrangements for the writing and translation of the Junior and Senior Teachers' Manuals.

(2) One meeting of the Executive Committee of the Women's Training College was held on March the 13th, 1909.

A conference of Muhammadan gentlemen interested in education was held in February 1909, and important resolutions in respect of Muhammadan education were passed.

289. The usual conferences were held at divisional head-quarters by Inspectors. Deputy inspectors held conferences of sub-inspectors at district head-quarters. In some districts sub-inspectors also held conferences of *guru*-instructors, and *guru*-instructors presided over conferences of *gurus*. It is agreed that these conferences are useful. Divisional Conferences.

CHAPTER XV.

TEXT-BOOKS.

290. The number of books received for examination during the year by the Central Text-Book Committee was 212: the number approved by Government on the recommendation of the Committee was 127 besides 29 previously approved. Three meetings were held. Text-Book Committees.

An interesting piece of work done under the auspices of the Committee was the preparation by experts of a list of Bengali equivalents of technical scientific terms in chemistry. The undertaking arose out of the necessity

felt for some standard of uniformity in the use of technical scientific and mathematical terms in text-books prepared in accordance with the vernacular scheme of instruction. Since the decision to introduce an entirely new syllabus for elementary education the original purpose has passed away; but it is possible that the lists (and a list of physical terms has also been prepared) may still hereafter be found of use for the preparation of science books, there being at present no recognized standard, each writer using a terminology of his own.

291. The Bihar Text-Book Committee held two ordinary and two special meetings: 84 books were examined; 74 approved as text-books, prize books or library books, and 10 rejected. It is suggested by Mr. Preston that there should be in connection with this Committee a library and a museum of educational appliances.

292. The Orissa Text-Book Committee held 4 meetings (one of which was adjourned for want of a quorum): 16 books were examined; 4 recommended, 2 rejected, while 10 are still under consideration.

Preparation of text-books.

293. The year's work in the actual production of text-books by Government has been varied and important. This is mostly connected with the introduction of the new courses of study in elementary and middle schools up to Standard VI, and has been done through the Special Committees appointed for the revision of these studies. It has continued the work of the previous year.

The Teachers' Manuals.

294. The most important and laborious part of the work has been the preparation of the two Teachers' Manuals,—the Junior and Senior Teachers' Manuals,—which are to help and guide teachers in giving instruction in accordance with the new syllabuses: the Junior Manual for the teachers of classes up to Standard II; the Senior Manual for the teachers of Standards III to VI. As to the Junior Manual, which has already been referred to in Chapter V, paragraph 109, the sections had all been written by the close of the year under report, and it remained to have the whole translated, edited and produced. It is to appear in the four chief languages of the Province,—Bengali, Hindi, Urdu, and Uriya,—and is required by the beginning of the year 1910. It is expected that it will be printed and published by the end of 1909 or very early in 1910 A special Maktab Manual (written in Urdu) is also in contemplation. The Senior Manual is similarly wanted by the beginning of 1911. The work was planned, and at the close of the year under review arrangements had been made, subject to the approval of Government, for the writing of the various sections.

Model text-books for the lower primary standards.

295. Besides the Teachers' Manuals, model text-books are being produced for the lower primary standards, and science books for Standards III and IV and Standards V and VI. The books for the lower primary standards are series of readers in the different vernaculars and arithmetic books. The readers for the infant section and for Standards I and II in Bengali, Hindi, Urdu, and Uriya, and Arithmetic books in the same languages, were completed and in the hands of publishers. They will be ready for distribution in due time before January 1910. It is further intended to translate or adapt the model text-books, as may be required, to suit the needs of the following languages: Nepalese, Tibetan, Santhali, Mundari, Uraon, and Kui. This has mainly still to be done, but preliminary steps were taken in 1908-1909.

Science Readers.

296. It has been decided that it is advisable also to produce at Government expense two science books dealing with natural phenomena, animal life and plant life,—one to correspond with the syllabuses for Standards III and IV, the other for Standards V and VI. These are wanted in January 1911 and have to be written this year.

Readers for Muhammadan girls.

297. A Committee was appointed in connection with a Conference on the subject of the education of Muhammadan girls held in 1907 to arrange for the preparation of special readers for the use of Muhammadan girls. Drafts of four readers (for Standards I, II, III, and IV) have been submitted by the Committee and are now in circulation among the members of the Conference.

The text-books on agriculture.

298. The agricultural text-book so indispensably needed as the basis of instruction for the existing agricultural classes in high schools (see paragraph 166, Chapter VII) has been prepared by Mr. Smith and revised by Mr. Mukherji as arranged, and is now in proof before Government. In view of

what has already been written in Chapter VII, it is clear that it is in the strongest degree desirable that the book should be published without further delay.

299. Literary production by Committees is not without its special difficulties and pitfalls. The work involved for the Department in correspondence and general direction has not been the least arduous and responsible part of the work of the year. The work is also of a very important character, for the success of the new scheme of studies will depend largely on whether it has been well or ill done. Importance of the production of these text-books.

The Calcutta School Book Society.

300. The Society's sales for the year 1908-1909 amounted to Rs. 1,79,397 as against Rs. 1,88,980 in the year 1907-1908. Collections show a marked improvement, and amounted to Rs. 1,97,809 during the year. The future of the Society is still under consideration, but there is at least a balance of testimony showing that the Society meets a real need in connection with education which could not be provided for as satisfactorily by any other agency. Transactions of the years.

CHAPTER XVI.

SUMMARY AND GENERAL CONCLUSIONS.

301. In looking to the work of the year as a whole, the aspect which comes most into relief is "effort"—the effort which is being made everywhere to meet the demands for improvement. This effort is not peculiar to this year; it is part of a general movement extending back four or five years, and dating its initiation from the impetus given by Lord Curzon to the widespread desire for reform which had long been struggling to express itself in action; but it has continued through the year with undiminished force, and permeates every division and branch of educational work. This effort is something more than the quiet, steady-going tendency towards expansion which characterizes educational administration since first reports of educational progress were written in Bengal. Nothing now moves in a groove. Everywhere there are new beginnings and a conscious, even painful, effort to bring about improvements, which are acknowledged to be actually needed, but which at present transcend the powers alike of the existing organization and of individual workers to accomplish. It is in relation to this effort that the provision of money has become the controlling factor in education. To the intensifying of effort the Government of India and the University, the Department and the Local Government, individual institutions and individual workers—public and private, official and non-official—are contributing in their degree. In respect of every branch of education and in relation to many single institutions there is a call to the putting forth of energy on some large scheme. In almost every case there comes a check from want of money. It is more than ever necessary, then, as was indicated in the closing paragraph of last year's report, to determine in what direction the movable balance of resources shall be applied,—what schemes may claim the priority. This for the moment is the direction of education. General aspects of the year under review.

302. Accepting the principles laid down last year, it may be possible and useful to develop the order of priority with greater particularity. The only large scheme of improvement brought to the point of action during the year under report was the general scheme for the improvement of Muhammadan education. This is taking effect in the present year. It is a most important and necessary scheme. A large, but not very large, portion of money will be absorbed upon it. After this I venture to place training college schemes. It is agreed that the need for better trained teachers is imperative. Training institutions are in existence; their importance is recognized: it remains to give them such sustenance and development as will ensure their success. After this I place now the general improvement of secondary schools.

I say this with some difficulty, because the schemes in respect of collegiate education and the University are rather just begun than fully carried out. Nothing could be more gratifying than to see the large extension schemes initiated in respect of Government colleges advanced rapidly towards completion. The determining consideration is that what is *most necessary* has been done in respect of colleges, while what is necessary has not yet been done for schools. This is not to say that schemes of collegiate improvement are to be altogether abandoned; only that the improvement of secondary schools is now relatively the more important. Within the boundaries of secondary education the first claim is for Government high schools. These should first be placed in a state of thorough efficiency as to staff, buildings, and equipment. Their function is not only to take a share in the work of education, but also to set a pattern. Next come Government middle schools. After that aided schools, high and middle. Primary education as a whole can for the present do little more than mark time. Existing schools must be kept up and improved. It is vain at present to look for such an expansion as the extent of population requires. To speak of universal compulsory free education seems as yet meaningless. In one particular, however, the needs of primary education take a high place. This is in respect of the stipends of *gurus*. This, as appears from Chapter V of this report, has a high claim to immediate considerations, and should, perhaps, come first of all. The claims of technical education are sure to be actively pressed and are not likely to be overlooked. The various forms of technical education claim to be economically remunerative. In many cases the claim holds good, but it requires in every case to be critically examined. The economical gain depends generally on the degree of thoroughness, and inefficient tentatives are apt to be wholly ineffectual. European education and the education of Indian girls and women stand in great need of liberal support, and should receive such help from the State as can be given. But both should, I conceive, depend in the main rather on private effort than on Government.

Summary for the year 1908-1909.

The year's expansion.

303. There has again been considerable expansion of public instruction: an increase of nearly 900 institutions, of nearly 80,000 pupils, and of close on 17 lakhs of expenditure.

The Educational Services.

304. A large addition has been made in the number of subordinate inspecting officers: an increase of 180 appointments in the Subordinate Educational Service and of 7 in the Lower Subordinate. Most of the increase is due, however, to the taking over by Government of the sub-inspectors employed by District Boards, and does not represent a real increase in the agency at work Otherwise the Educational Services were little altered. There was an addition of one appointment to the Provincial Educational Service and of one appointment,—Lady Principal of a Training College at Bankipore,—to the Indian Educational Service A second Assistant Director of Public Instruction has been appointed from the Provincial Educational Service, but the appointment has not yet been sanctioned permanently A benefit has been conferred on sub-inspectors by the grant of a daily travelling allowance in place of mileage and halting allowances.

Improvements still needed.

305. It is recognized that an officer of higher rank is wanted as the representative of education in a district, and it is proposed to create a class of *District Inspectors* holding appointments in the Provincial Educational Service. Additional clerks are wanted for deputy inspectors' offices. Complaints are made, apparently with reason, of the poor quality of the sub-inspectors recently appointed.

Governing Bodies for Government Colleges.

306. The new Governing Bodies for Government Colleges have been reconstituted at the instance of the University, and are now about to take up the responsible management of colleges,—a change of far-reaching importance.

Adjustment of colleges to the new regulations.

307. For colleges the business of the year has been the settlement of affiliation and adjustment to the requirements of the new regulations. This has now been accomplished, and a state of equilibrium has (temporarily at least) been reached. The new regulations as affecting collegiate studies come into full operation with the formation of second year classes for the

M. A. and M. Sc. courses next session. The Matriculation Examination will be held under the new regulations for the first time in 1910.

Government colleges.

308. Beyond this adjustment to University requirements there is not much change in the state of Government colleges since last year. The Muhammadan Hostel was occupied and a Principal's house has been nearly completed at Patna, and a new hostel has been opened at the Ravenshaw College. The Presidency College scheme remains in suspense; but plans and estimates for the new Physics Laboratory, the site for which has been acquired, are in preparation. Hooghly and Krishnagar Colleges have both again suffered diminution in numbers. The future of Krishnagar College is to be determined in the course of the present year. The alternative is vigorous re-organization, or transfer from Government management.

A large scheme for the re-organization of the Sanskrit College has been approved. An instalment of it takes effect in the current year in provision for the teaching of a complete Arts course.

Future developments.

309. The extension schemes of the Presidency, Patna, and Ravenshaw Colleges lay the lines of expansion and development for many years to come. Similar schemes on a smaller scale seem called for in the case of the Hooghly and Krishnagar Colleges, unless (as is unlikely) a decision is reached to alter their status. The immediate and future needs of the Bethune College have also to be considered. They have so far been unduly overlooked.

Governing bodies and ultimate autonomy.

310. The constitution of Governing Bodies with independent though limited powers and the further experimental grant of a measure of financial liberty to Presidency College point to the autonomous college, with permanent endowment by Government in the form of fixed revenue, as an ideal which comes already into view.

Results of University inspection of High schools.

311. Minor improvements are being gradually introduced into high schools as a result of University inspection, though very much remains to be done.

Larger schemes for improvement.

312. No advance has been made since last year's report, either with the general scheme for the improvement of secondary education or the scheme for a School Final Examination. In both cases the deficiency of material resources is the cause of obstruction; in the case of the former the very large expense involved; of the latter the difficulty of organizing the agency which shall hold the examination.

Influence of training colleges.

313. Important results for secondary schools may, however, be expected to flow from the Training Colleges founded during the year in Calcutta and at Patna. The influence of training will in course of time be brought to bear on the staffs of high schools; and higher ideals, it may be hoped, will be disseminated.

Progress of middle schools.

314. The steady tendency to decline in middle vernacular schools continues, and there is a converse tendency to increase in middle English schools. Both classes of schools require attention when it can be given to them. Dissatisfaction with the mode of conducting the Primary Examination continues.

Need of better remuneration for primary teachers.

315. All the Inspectors' reports give prominence to the fact that the salaries earned by *gurus* in primary schools under the present system of grant-in-aid are insufficient. At the same time it is agreed that the system introduced in 1902 is on the whole an improvement on the system previously in use.

Revised course of study.

316. Preparations for the introduction in 1910 of revised curricula for primary schools continue. They consist in the preparation of readers and text-books and of a Teachers' Manual which is to help and guide *gurus* in following the syllabus. The *guru*-training schools are also working to fit the teachers for more intelligent methods of instruction.

The David Hare and Patna training colleges.

317. A very important step forward has been taken in the establishment in July and October of the past year of two training colleges for teachers in high English schools,—the David Hare Training College in Calcutta and the Patna Training College at Bankipore. Both colleges have made a good start. It is hoped that the influence of the trained teachers sent out from these colleges will transform first the high schools, and then middle and primary schools also, through influences transmitted to training schools.

Vernacular training schools.

318. The course of studies in vernacular training schools has been revised; and the course itself is to be extended to three years,—a return to the system in vogue previous to 1901. Stipends are to be increased in value. There is

further need of a report on the buildings and equipment and practising schools of these institutions. Though not very unfavourably reported of, there is yet evidently in some cases need of considerable improvement in these particulars.

Guru-training schools.

319. The scheme for doubling the number of these schools has had a somewhat checquered history; but the benefit to be ultimately conferred by it, when the schools are all built and in efficient working, cannot easily be exaggerated. The good intention has been somewhat marred by precipitancy and mistakes of judgment, which possibly though obvious now, could not readily have been avoided. Money has been granted, has lapsed from inability to spend it in time, has been re-allotted, forfeited, given again: while the work has concomitantly been hurried and delayed, stopped short or feverishly pushed on. The original allotment in 1908-1909 was wholly insufficient to complete the work started in every district in 1907-1908, and for a time all operations were stopped. A much larger sum allotted later in the year was subsequently withdrawn, but not before a great part of it had already been spent. The net result at the end of the year was that about half the number of new schools designed had been built or were in course of building. Enough money has been assigned this year to enable most of the buildings already begun to be completed, but not the whole scheme to be carried out.

Law Colleges.

320. In place of the Law classes at arts colleges abolished in 1906-1907, steps have been taken in the year under review to establish a University Law College in Calcutta and a Government Law College at Patna. Pleadership classes were to be re-established at Cuttack, Hooghly, Krishnagar, and Patna.

Engineering.

321. No actual advance was made in the year under report towards removing the Engineering College to Ranchi, though plans in other respects are well forward. Consequently things remain in an unsettled and uncomfortable state at Sibpur. Circumstances call for both re-organization and expansion, yet it is unsatisfactory to take in hand schemes involving fresh cost, while the question of removal remains in suspense.

The Bihar School of Engineering has been made independent of the Patna College, and the Head Master takes henceforward the title of Principal. The school continues to prosper. The common examinations held this year establish the claim that the Bihar course of training is equal to the training of the Apprentice Department, Sibpur.

There is nothing satisfactory to report of the B Classes in schools.

The Joint Technical Examination Board conducted the Overseer and Sub-Overseer Examinations for the first time in March of this year. A separate Board has been established for the conduct of the B Class Final Examination.

Commercial education.

322. While there is no expansion of numbers to be reported of the Government Commercial classes, the report of the work of the year is satisfactory, and there seems no reason to be dissatisfied with the progress of the classes in the six years of their existence. The classes are still on a temporary basis, and it is reasonable to think that the time has now come when a change to a permanent status would be justified. The fact of permanency would itself be an element of success.

The C classes in schools have been even less satisfactory than the B classes.

Technical and Industrial education.

323. The Weaving Institute has been opened in temporary premises at Serampore, and has made a good beginning.

324 The appointment of a Superintendent of Industries and Inspector of Technical and Industrial Education has been sanctioned, and the appointment has actually been made since the close of the year.

The Training of women as teachers for Indian girls' schools.

325. The need of trained teachers for Indian girls' schools is as acutely felt as ever, but two important steps in advance have been made in the past year. The project of training Hindu and Muhammadan ladies under strict *parda* conditions, mooted in 1906, has at length taken effect. The college designed at Patna was opened on January, the 6th. It will train both Mahammadan and Hindu women of good social position for teaching work. In Calcutta the Training College is still deferred for want of adequate funds, but a training class under *parda* conditions has been opened in a hired house along with a practising school. In both institutions,—the Badshah Nawab Razvi Training College at Patna and the Hindu Women's Training Class in Calcutta,—the strictest *parda-nishin* conditions are

maintained, and must be maintained, if the object with which the project was started is to be secured.

The other advance is that a majority of the Missionary Societies in Calcutta who have maintained training classes have agreed to combine and form a training college. This promises at once to be far better economy and to make much more efficient organization possible.

326. The Code for European schools as redrafted was submitted for Government approval during the year and it was fully expected it would come into operation in 1910. The question of the classification of the schools has brought difficulties, and in the end the introduction of the new regulations has been postponed. The new Code for European Schools.

327. There has been an increase of over 3¼ lakhs of expenditure in European schools, over 2½ lakhs being from private sources. The number of recognized schools is 76, and of pupils 8,546. A great deal more expenditure is called for before the schools can be raised to the standard required by the new Code. Progress.

328. The large schemes for the improvement of Muhammadan education which have issued partly from the conference held in Calcutta in December 1907 to April 1908, partly from the attempts previously initiated to improve maktabs and train *mianjis*, were at the close of the year ready to come into practical operation this year. One scheme establishes a Title Examination at the Calcutta Madrasa, revises the whole course of studies in the Anglo-Arabic Department of the Calcutta Madrasa, and in the Hooghly Madrasa, provides scholarships for the Title course and for the encouragement of English, and makes provision also for the improvement of education in private Madrasas. Another increases largely the number of model maktabs, provides a more favourable scale of grants-in-aid, provides inspecting maulvis on special rates of pay to inspect maktabs and Koran schools in districts where these institutions are numerous, and provides for the training of teachers for Muhammadan primary education by converting a certain number of *guru*-training schools into *mianji*-training schools. A special Maktab Teachers' Manual is is also in preparation to help in the introduction of a revised syllabus of studies. Schemes for improvement.

329. A decided advance in the number of Muhammadans under instruction and the keen interest shown by the Muhammadan community in educational questions are encouraging signs. On the other hand, it is unfortunate that there has been again a decline, though only a small decline, in the number of Muhammadan students in arts colleges. Progress of Muhammadan education.

330. There is no very marked gain or loss in respect of special classes other than those already considered. Education holds its ground among aboriginal peoples, but does little more. This is a most promising field, and it is regrettable that funds do not admit of the work upon it being pressed as much as could be wished. Education among aboriginal peoples.

331. The popularity of games at colleges and schools continues and possibly grows. The undesirable tendencies that have manifested themselves latterly, the tendency to professionalism—that is to the rise of a class of students who will play games and do nothing else—and to contentiousness over games, disputing the umpire's decision and ugly displays of partisan spirit, require to be watched and checked. Popularity of games.

332. As regards moral influences, there is no alteration definite enough to call for remark, unless it is the rather wearisome iteration with which we are told that things are not well with us. The truth probably is that what we perceive in Indian colleges and schools is symptomatic of a state of transition when the force of old obligations is weakening and the obligations of what is popularly called the sense of duty have not gathered strength enough to mould character firmly. It is probably a sign of a real process of change for the better that so much attention is given to the signs that cause disquietude. There is not yet ground enough for loss of faith in education as a great moralizing power. Difficulties of a transition period.

Definition of aims and need of a policy.

333. This brief summary conveys but an imperfect idea of the variety of the activities at work and the intricacy and perplexity of the problems of their right direction. Whether three quarters of a lakh shall be spent on improved buildings for a school; whether a rupee may lawfully be added to

the wages of an inspector's chaprasi; whether a Bihari teacher on Rs 60 or a Bengali on Rs. 30 shall be engaged for the teaching of Geography in a high school; whether Urdu shall have a special teacher at this school, or that be staffed on a bilingual, or even trilingual basis: these are fair samples of the range and character of actual problems. Difficulty arises partly from the want of homogeneity in the educational system; partly from limitation of resources. In India a school for Hindus, a school for Muhammadans, and a school for Europeans are disparate; and different principles apply according as a school is in the Presidency Division, in Bihar, or in Sambalpur. It becomes a difficult matter to decide whether money shall be given to this or that, when funds are strictly limited and there are so many conflicting claims. It is all the more necessary to arrive at broad principles that may control the general movement of the lines of educational advance. Advance should be orderly, deliberate, and in accordance with a well thought out scheme,—not haphazard, irregular, spasmodic, determined more by accident than design. It is probably better to extend the field of operations gradually, taking care in the first place that what is undertaken is well done, than to grasp at the whole field at once, caring not so much how the ground is occupied as that all is somehow covered. The aim has possibly hitherto been too much mere expansion,—to extend the field of public instruction. The aim should, perhaps, rather be to extend only so far as resources enable us to make the occupation effective. It is the contrast in a campaign between the hasty overrunning of a country afterwards insecurely held and orderly and methodical subjection, by which every tract gained is a safe basis for future operations. The work of education in this country is very truly a campaign against the powers of darkness, and he who is not with us is against us. The most careful thought, the most considerate plans, the most sagacious policy are needed for it. Moreover, in view of the strictness of financial conditions, a determination of the relative urgency of the claims of different branches of education has a practical value. No such determination can be absolute, but some clearness of view on the subject would economize forces and make the ineffectual dissipation of resources less possible.

I have permitted myself to say that the financial is the dominant factor in education. In a temporary and limited sense that is true; but not ultimately. In the last resort education depends on the personal factor;—the ideas that permeate the work;—the informing spirit. Success depends on the average integrity and high-mindedness of individual workers, far more than on salaries and equipment. A full budget is, however, a material means, without which complete success is not possible. Therefore it is of moment to ask for education the utmost that can possibly be given, and the suggestion of principles of distribution hazarded in this and in last year's report has its justification.

H. R. JAMES,

The 29th October 1909. *Offg. Director of Public Instruction, Bengal.*

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EDUCATION GENERAL TABLE I.

Abstract Statement of Colleges, Schools and Scholars in Bengal for the official year 1908-1909.

(For details see General Table III.)

Area and Population.			Institutions and scholars.	Public Institutions.						Total.	Private Institutions.			Grand Total.	Percentage of—
				Collegiate education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.		Advanced.	Elementary and other Schools not conforming to Departmental Standard.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
			Institutions. For males.	29	12	1,477	34,480	213	2,800	39,011	1,127	3,060	4,187	43,198	Institutions to number of towns and villages. 28·7
	Towns, including Municipalities, 146	Males 2,66,75,026													
		Females 270,97,560													
	Villages 1,50,002	Total 15,37,27,586	Institutions. For females.	2	1	68	3,029	19	175	3,294	5	88	93	3,387	2·2
	Total 1,50,148		Total	31	13	1,545	37,509	232	2,975	42,305	1,132	3,148	4 280	46,585	30·4
1,24,432		Number of population of school-going age :— Males 40,01,215	Scholars. Males	4,613	2,030	1,60,030	9,68,939	3,713	69,393	12,08,718	12,299	37,004	49,303	12,58,021	Male scholars to male population of school-going age. 31·4
		Females 40,64,613													
		Total 80,65,828	Females	42	40	7,047	1 39,904	350	12,179	1,59,562	277	3,529	3,806	1,63,368	Female scholars to female population of school-going age. 4·01
			Total ...	4,655	2,070	1,67,077	11,08,843	4,063	81,572	13,68,280	12,576	40,533	53,109	14,21,389	17·6

Abstract Return of Expenditure of Public Instruction in

(For details see

	TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
1.—Institutions { For Males ...	Rs. 7,90,345	Rs. 5,73,258	Rs. 31,98,925	Rs. 28,37,689	Rs. 3,42,183	Rs. 8,83,923	Rs. 86,26,324
„ Females ...	25,512	2,507	5,45,852	4,29,623	45,347	...	10,48,841
Total ...	8,15,858	5,75,765	37,44,777	32,67,312	3,87,530	8,83,923	96,75,165
2.—(*a*) Percentages of Provincial expenditure included in columns 2—23 to total Provincial expenditure on Public Instruction.	6·78	8·59	14·42	6·88	6·78	7·88	51·33
(*b*) Percentages of District Fund expenditure included in column 2—23 to total District Fund expenditure on Public Instruction.	·19	...	14·54	62·55	·09	4·03	81·40
(*c*) Percentages of Municipal expenditure included in columns 2—23 to total Municipal expenditure on Public Instruction.	·73	...	19·85	57·50	...	9·56	87·64
(*d*) Percentages of total expenditure included in columns 2–23 to total expenditure on Public Instruction.	5·65	3·98	25·91	22·59	2·68	6·11	66·92
(3) Average cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government institutions. { Cost to Provincial Revenues.	211 15 4	438 7 6	27 11 1	9 9 6	101 15 4	121 4 3	61 1 6
Cost to District and Municipal Funds.	...	...	0 3 3	0 1 1	0 5 7	...	0 1 0
Total cost ...	322 2 9	526 13 1	50 1 11	10 2 9	105 15 3	139 0 1	80 9 9
District Board institutions. { Cost to Provincial Revenues.	...	...	...	...	...	4 9 1	0 0 11
Cost to District Funds.	75 0 0	...	7 0 9	3 9 4	...	38 11 11	5 14 2
Total cost ...	334 4 0	...	10 9 0	3 13 0	...	60 15 2	8 5 4
Municipal institutions. { Cost to Provincial Revenues.	37 8 0	...	5 0 1	...	....	...	4 5 3
Cost to Municipal Funds.	...	...	3 6 10	4 7 0	...	...	3 11 8
Total cost ...	124 6 10	66 6 10	21 13 11	5 3 3	...	...	19 14 7
Institutions in Native States. { Cost to Native States Revenues.	...	...	13 8 2	1 7 3	60 10 8	20 6 9	2 14 3
Cost to District and Municipal Funds.	...	...	0 3 4	0 1 9	...	...	0 1 2
Total cost ...	...	...	14 7 11	2 7 3	60 10 8	20 10 7	2 14 3
Aided institutions. { Cost to Provincial Revenues.	36 13 4	...	4 6 7	0 14 10	48 11 2	1 5 6	0 13 0
Cost to District and Municipal Funds.	...	...	1 6 11	0 14 4	0 2 2	0 13 11	0 15 1
Total cost ...	123 8 10	...	23 2 6	3 4 8	117 1 2	5 13 11	5 7 3
Unaided institutions— Total cost ...	115 12 10	22 8 1	20 5 3	2 0 3	96 0 0	11 5 5	8 3 2
All institutions { Cost to Provincial Revenues.	73 4 1	200 8 7	4 8 9	0 5 3	93 9 1	5 2 9	2 0 2
Cost to District and Municipal Funds.	0 10 11	...	1 3 7	0 12 4	0 5 1	0 12 5	0 13 2
Total cost ...	177 3 4	269 12 9	31 10 7	3 2 7	107 7 11	11 10 2	7 10 10

Bengal for the Official year 1908-1909.
General Table IV.)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.									
Buildings.	Special grants for furniture and apparatus.	Total.	University.	Direction.	Inspection.	Scholarships.	Miscellaneous.	Total.	Total expenditure on Public Instruction.
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
12,06,627	2,32,660	14,39,287	4,54,766	1,13,390	8,65,640	2,77,845	16,31,715	47,82,643	1,44,57,808
12,06,627	**2,32,660**	**14,39,287**	**4,54,766**	**1,13,330**	**8,65,640**	**2,77,845**	**16,31,715**	**47,82,643**	**1,44,57,808**
17·64	2·78	20·42	1·83	2·27	15·26	3·91	4·98	48·67	100·0
1·53	·72	2·25	...	...	7·79	3·53	5·03	18·60	100·0
3·51	1·46	4·97	...	...	2·37	·40	4·62	12·36	100·0
8·35	1·60	9·95	3·15	·78	5·99	1·92	11·29	33·08	100·0

LIBRARY OF THE BOMBAY BRANCH OF THE ROYAL ASIATIC SOCIETY

GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	7	1,324	1,287	1,168	2	69
Colleges for Professional Training—						
Law	...	...	...	...	1	16
Medicine	1	535	555	550	...	...
Engineering	1	351	375	318	...	...
Teaching	3	47	46	37	...	...
Total of Colleges ...	**12**	**2,257**	**2,263**	**2,073**	**3**	**85**
SCHOOL EDUCATION. (GENERAL.)						
Secondary Schools—						
For Boys — High Schools ... English ...	39	10,534	9,700	7,882	2	532
For Boys — Middle Schools ... English ...	6	638	626	575	40	3,543
For Boys — Middle Schools ... Vernacular ...	17	1,141	1,063	810	98	6,460
Total for Boys' Schools ...	**62**	**12,313**	**11,389**	**9,207**	**140**	**10,535**
For Girls — High Schools ... English ...	1	163	183	126	...	...
For Girls — Middle Schools ... English ...	1	115	116	111	...	...
For Girls — Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	**2**	**278**	**299**	**237**	...	...
Total of Secondary Schools both for Boys & Girls.	**64**	**12,591**	**11,688**	**9,444**	**140**	**10,535**
Primary Schools—						
For Boys — Upper Primary	194	8,437	7,775	5,660	99	8,314
For Boys — Lower Primary	3	72	57	43	4	366
Total Primary Schools for Boys' ...	**197**	**8,509**	**7,832**	**5,703**	**103**	**8,680**
For Girls — Upper Primary	7	468	455	329	1	64
For Girls — Lower Primary	18	579	485	370	...	...
Total Primary Schools for Girls ...	**25**	**1,047**	**940**	**699**	**1**	**64**
Total of Primary Schools both for Boys and Girls.	**222**	**9,556**	**8,772**	**6,402**	**104**	**8,744**
SCHOOL EDUCATION. (SPECIAL.)						
Schools for Special Instruction—						
Training Schools—						
(*a*) For Masters	206	3,515	3,026	2,600	...	...
(*b*) For Mistresses	2	24	24	24	...	...
Schools of Art	1	235	190	182	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	3	361	399	324	...	...
Engineering or Surveying Schools ...	2	237	245	210	1	22
Industrial Schools	2	172	165	135	8	198
Commercial Schools	1	113	121	86	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools ... Madrasas	2	691	685	485	...	...
Other Schools ... Reformatory Schools ...	1	443	346	280	...	...
Other Schools ... Miscellaneous Schools ...	9	445	426	333	...	...
Total ...	**229**	**6,236**	**5,627**	**4,659**	**9**	**220**
Total of Colleges and Schools of Public Instruction.	**527**	**30,640**	**28,350**	**22,578**	**256**	**19,584**

TABLE III.

for the official year 1908-1909.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
64	55	...	...	...	...	8	1,739	1,702	1,519
14	10	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
78	65	...	...	...	...	8	1,739	1,702	1,519
540	419	2	420	432	330	194	33,148	31,332	24,536
3,310	2,559	23	2,157	1,997	1,483	508	38,806	37,209	29,703
5,938	4,675	6	463	468	285	230	13,585	12,910	10,469
9,788	7,653	31	3,040	2,897	2,098	932	85,539	81,451	64,708
...	...	...	...	...	...	15	1,956	1,807	1,564
...	...	...	...	...	...	30	3,158	3,012	2,635
...	...	...	...	...	...	18	1,775	1,682	1,337
...	...	...	...	...	...	63	6,889	6,501	5,536
9,788	7,653	31	3,040	2,897	2,098	995	92,428	87,952	70,244
7,972	5,426	60	5,146	5,168	3,447	2,777	1,34,944	1,27,374	1,01,567
359	268	567	18,762	17,103	12,099	24,207	7,13,587	6,65,710	5,38,285
8,331	5,694	627	23,908	22,271	15,546	26,984	8,48,531	7,93,084	6,39,852
58	37	1	56	66	43	212	10,937	9,920	7,583
...	...	35	1,162	1,065	762	2,273	53,609	50,392	38,248
58	37	36	1,218	1,131	805	2,485	64,546	60,312	45,831
8,389	5,731	663	25,126	23,402	16,351	29,469	9,13 077	8,53,396	6,85,633
...	...	1	10	9	7	5	236	241	211
...	...	...	...	...	...	17	271	300	264
...	...	...	...	...	...	1	59	40	42
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
21	16	...	...	...	...	1	25	18	13
189	147	1	17	15	11	44	1,207	1,227	934
...	...	...	...	...	...	3	224	190	163
...	...	...	...	...	...	1	5	4	3
...	...	...	...	...	...	6	428	425	327
...	...	...	...	...	...	...	...	...	...
...	...	9	109	113	73	2,177	60,515	56,437	47,328
210	163	11	136	137	91	2,255	62,970	58,882	49.285
18,465	13,612	705	28,302	26,436	18,540	32,727	10,70,214	10,01,932	8,06,731

GENERAL

Return of Schools and Scholars in Bengal

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management—concld. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
	18	19	20	21	22	23
UNIVERSITY EDUCATION.						
Arts Colleges—						
English	14	1,523	1,551	1,216	31	4,655
Colleges for Professional Training—						
Law	6	1,116	1,139	785	7	1,132
Medicine	...	...	...	...	1	535
Engineering	...	...	...	...	1	351
Teaching	1	5	5	4	4	52
Total of Colleges ...	**21**	**2,644**	**2,695**	**2,005**	**44**	**6,725**
SCHOOL EDUCATION. (General.)						
Secondary Schools—						
For Boys — High Schools .... English ...	160	37,991	36,386	28,147	397	82,625
For Boys — Middle Schools ... English ...	111	7,402	6,721	5,311	688	52,546
For Boys — Middle Schools ... Vernacular ...	41	2,937	2,734	2,205	392	24,586
Total for Boys' Schools ...	**312**	**48,330**	**45,841**	**35,663**	**1,477**	**1,59,757**
For Girls — High Schools ... English ...	1	52	54	52	17	2,171
For Girls — Middle Schools ... English ...	2	101	95	88	33	3,374
For Girls — Middle Schools ... Vernacular...	...	...	...	...	18	1,775
Total for Girls' Schools ...	**3**	**153**	**149**	**140**	**68**	**7,320**
Total of Secondary Schools both for Boys & Girls.	**315**	**48,483**	**45,990**	**35,803**	**1,545**	**1,67,077**
Primary Schools—						
For Boys — Upper Primary	78	4,057	3,538	3,022	3,208	1,60,898
For Boys — Lower Primary	6,491	1,38,134	1,24,987	1,08,110	31,272	8,70,921
Total Primary Schools for Boys ...	**6,569**	**1,42,191**	**1,28,525**	**1,11,132**	**34,480**	**10,31,819**
For Girls — Upper Primary	4	372	372	287	225	11,897
For Girls — Lower Primary	478	9,777	8,923	7,370	2,804	65,127
Total Primary Schools for Girls ...	**482**	**10,149**	**9,295**	**7,657**	**3,029**	**77,024**
Total of Primary Schools both for Boys & Girls	**7,051**	**1,52,340**	**1,37,820**	**1,18,789**	**37,509**	**11,08,843**
SCHOOL EDUCATION. (Special.)						
Schools for Special Instruction—						
Training Schools—						
(*a*) For Masters...	1	7	5	5	213	3,768
(*b*) For Mistresses	...	...	...	...	19	295
Schools of Art	2	328	250	215	4	622
Law Schools	...	...	...	...	...	...
Medical Schools	3	1,083	1,087	773	6	1,444
Engineering or Surveying Schools ...	...	...	...	...	4	284
Industrial Schools	18	398	365	318	73	1,992
Commercial Schools	4	166	138	122	8	503
Agricultural Schools	1	6	7	6	2	11
Other Schools ... Madrasas	9	535	480	384	17	1,654
Other Schools ... Reformatory Schools ...	...	...	...	...	1	443
Other Schools ... Miscellaneous Schools ...	665	13,550	12,377	10,205	2,860	74,619
Total ...	**703**	**16,073**	**14,709**	**12,028**	**3,207**	**85,635**
Total of Colleges and Schools of Public Instruction.	**8,030**	**2,19,540**	**2,01,214**	**1,68,625**	**42,305**	**13,68,280**

TABLE III.

for the official year 1908-1909.

NUMBER OF SCHOLARS ON THE 31ST OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
4,614	41	4,655	2,000	18	2,018	4,209	30	4,239	...	...
1,132	...	1,132	...	...	...	...	...	...	...	...
511	24	535	...	...	...	...	...	...	24	...
351	...	351	...	...	...	...	...	...	...	...
36	...	36	...	...	...	...	16	16	...	...
6,644	**65**	**6,709**	**2,000**	**18**	**2,018**	**4,209**	**46**	**4,255**	**24**	**...**
76,733	52	76,785	37,961	20	37,981	80,394	2	80,396	54	...
25,461	220	25,681	409	31	440	50,600	181	50,781	375	...
2,326	...	2,326	15	...	15	24,447	139	24,586	139	...
1,04,520	**272**	**1,04,792**	**38,385**	**51**	**38,436**	**1,55,441**	**322**	**1,55,763**	**568**	**...**
215	1,715	1,930	12	721	733	67	998	1,065	...	251
419	2,350	2,769	146	475	621	82	996	1,078	...	492
25	150	175	...	...	...	98	1,677	1,775	...	98
659	**4,215**	**4,874**	**158**	**1,196**	**1,354**	**247**	**3,671**	**3,918**	**...**	**841**
1,05,179	**4,437**	**1,09,666**	**38,543**	**1,247**	**39,790**	**1,55,688**	**3,993**	**1,59,681**	**568**	**841**
134	60	194	25	7	32	1,54,043	6,734	1,60,777	6,783	...
129	15	144	55	...	55	8,12,121	58,694	8,70,815	58,709	...
263	**75**	**338**	**80**	**7**	**87**	**9,66,164**	**65,428**	**10,31,592**	**65,492**	**...**
355	704	1,059	...	...	...	276	10,735	11,011	...	608
24	45	69	...	21	21	1,984	63,072	65,056	...	2,004
379	**749**	**1,128**	**...**	**21**	**21**	**2,260**	**73,807**	**76,067**	**...**	**2,612**
642	**824**	**1,466**	**80**	**28**	**108**	**9,68,424**	**1,39,235**	**11,07,659**	**65,492**	**2,612**
60	...	60	330	...	330	3,707	61	3,768	61	...
...	40	40	...	...	...	6	269	275	...	6
621	1	622	...	...	...	...	...	...	1	...
...	...	...	...	...	...	...	...	...	...	...
691	2	693	...	...	...	905	14	919	16	...
237	...	237	...	...	...	47	...	47	...	...
542	21	563	...	...	...	1,063	493	1,556	30	1
429	74	503	...	...	...	36	...	36	1	...
...	...	...	...	...	...	11	...	11	...	...
355	...	355	1,526	2	1,528	557	2	559	2	...
12	...	12	...	...	...	431	...	431	...	...
335	49	384	42,062	6,012	48,074	51,826	10,982	62,808	6,651	130
3,282	**187**	**3,469**	**43,918**	**6,014**	**49,932**	**58,589**	**11,821**	**70,410**	**6,762**	**137**
1,15,747	**5,563**	**1,21,310**	**84,541**	**7,307**	**91,848**	**11,86,910**	**1,55,095**	**13,42,005**	**72,846**	**3,590**

	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.	NUMBER OF SCHOLARS ON THE 31st OF MARCH LEARNING—									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
			ENGLISH.			A CLASSICAL LANGUAGE.			A VERNACULAR LANGUAGE.				
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
1	22	23	24	25	26	27	28	29	30	31	32	33	34
PRIVATE INSTITUTIONS.													
1. *Advanced, teaching*—													
(*a*) Arabic or Persian	545	6,843	...	...	...	6,409	267	6,676	1,253	24	1,277	186	26
(*b*) Sanskrit	587	5,733	...	...	...	5,733	...	5,733	15	...	15	...	...
(*c*) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly.* For Boys	2,325	24,541	11	...	11	40	3	43	23,567	931	24,498	934	...
,, Girls	18	228	...	6	6	...	...	...	...	228	228	...	...
3. *Elementary, teaching the Koran.* For Boys	351	4,865	...	...	...	4,424	439	4,863	438	18	456	439	...
,, Girls	52	717	...	...	...	36	681	717	14	37	51	...	36
4. *Other Schools not conforming to Departmental Standards.* For Boys	384	9,119	2,066	22	2,088	433	12	445	8,517	184	8,701	184	...
,, Girls	18	1,063	...	...	...	...	230	230	...	1,063	1,063	...	...
Total ...	4,280	53,109	2,077	28	2,105	17,075	1,632	18,707	33,804	2,485	36,289	1,743	62
Grand Total for 1908-1909. ...	46,585	14,21,389	1,17,824	5,591	1,23,415	1,01,616	8,939	1,10,555	12,20,714	1,57,580	13,78,294	74,589	3,652

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1909 in Bengal, classified according to sex, race or creed.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
UNIVERSITY EDUCATION.										
Arts Colleges.										
English ...	Male ...	18	62	1,438	2,787	299	7	1	1	4,613
	Female ...	7	8	10	14	1	...	...	2	42
Colleges for Professional Training—										
Law ...	Male ...	3	...	477	611	38	3	...	...	1,132
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	73	4	141	285	6	1	1	...	511
	Female ...	19	4	...	1	...	...	...	...	24
Engineering ...	Male ...	28	5	134	178	6	...	...	...	351
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	...	5	27	4	...	...	...	36
	Female ...	...	...	1	5	10	...	...	...	16
	Total ...	148	83	2,206	3,908	364	11	2	3	6,725
SCHOOL EDUCATION. (General.)										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,551	1,471	22,958	47,753	8,418	68	13	339	82,571
	Female ...	47	...	...	2	1	...	...	4	54
Middle Schools—										
English ...	Male ...	1,562	855	12,148	31,340	5,667	7	5	587	52,171
	Female ...	217	9	41	103	4	...	...	1	375
Vernacular ...	Male ...	...	474	5,047	15,557	2,910	...	...	459	24,447
	Female ...	...	...	22	115	2	...	...	...	139
For Girls—										
High Schools ...	Male ...	170	20	26	30	...	1	1	3	251
	Female ...	858	378	169	496	6	2	4	7	1,920
Middle Schools—										
English ...	Male ...	394	39	13	36	3	1	3	3	492
	Female ...	1,834	758	61	157	...	1	31	40	2,882
Vernacular ...	Male ...	...	5	21	72	...	...	...	...	98
	Female ...	...	556	361	754	5	...	...	1	1,677
	Total ...	6,633	4,565	40,867	96,415	17,016	80	57	1,444	1,67,077
Primary Schools—										
For Boys ...	Male ...	187	7,539	1,03,108	6,80,874	1,31,520	469	9	42,621	9,66,327
	Female ...	74	1,229	11,880	46,701	3,906	31	...	1,671	65,492
For Girls ...	Male ...	329	448	332	1,324	137	10	2	30	2,612
	Female ...	551	3,907	16,108	47,666	5,585	27	1	567	74,412
	Total ...	1,141	13,123	1,31,428	7,76,565	1,41,148	537	12	44,889	11,08,843
SCHOOL EDUCATION. (Special.)										
Training Schools	Male ...	...	174	855	2,061	492	1	...	130	3,713
	Female ...	20	299	3	26	1	...	...	1	350
Schools of Art ...	Male ...	2	3	206	396	9	1	2	...	621
	Female ...	1	...	...	...	...	...	...	...	1
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...

GENERAL TABLE IIIA.

Number of Scholars on the 31st March 1909 in Bengal, classified according to sex, race or creed—(concluded).

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION. (Special)—*concld.*										
Medical Schools	Male	...	41	354	888	144	...	1	...	1,428
	Female	...	13	...	3	...	...	...	...	16
Engineering or Surveying Schools.	Male	...	2	74	186	22	...	...	...	284
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools.	Male	154	275	163	684	183	1	2	37	1,499
	Female	...	388	7	68	14	6	...	10	493
Commercial Schools.	Male	38	12	103	233	41	...	1	1	429
	Female	68	6	...	...	...	...	...	...	74
Agricultural Schools.	Male	...	...	...	8	...	3	...	...	11
	Female	...	...	...	...	...	...	...	...	...
Other Schools. — Madrasas	Male	...	...	...	16	1,636	...	...	...	1,652
	Female	...	...	...	...	2	...	...	...	2
Reformatory Schools.	Male	1	5	3	299	102	2	...	31	443
	Female	...	...	...	...	...	...	...	...	...
Miscellaneous Schools.	Male	3	154	7,560	6,158	49,132	...	4	15	63,026
	Female	...	124	26	341	11,102	...	..	...	11,593
Total		287	1,496	9,354	11,369	62,880	14	10	225	85,635
Total of Colleges and Schools of Public Instruction.		8,209	19,267	1,83,855	8,88,257	2,21,408	642	81	46,561	13,68,280
PRIVATE INSTITUTIONS.										
1. *Advanced, teaching*—										
(*a*) Arabic or Persian.	Male	...	...	29	1,152	5,385	...	...	...	6,566
	Female	...	...	...	1	276	...	...	...	277
(*b*) Sanskrit	Male	...	...	5,586	147	...	...	...	...	5,733
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental Classic.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. *Elementary, teaching a Vernacular only or mainly*—										
For Boys ...	Male	...	11	2,422	19,078	1,936	...	...	160	23,607
	Female	...	1	155	713	65	...	...		934
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	28	96	104	...	...	...	228
3. *Elementary, teaching the Koran only*—										
For Boys ...	Male	...	...	...	9	4,417	...	...	...	4,426
	Female	...	...	...	...	439	...	...	...	439
For Girls ...	Male	...	...	...	...	36	...	...	...	36
	Female	...	...	...	...	681	...	...	...	681
4. *Other Schools not conforming to Departmental Standards*—										
For Boys ...	Male	...	482	1,189	5,656	1,402	38	1	167	8,935
	Female	...	29	7	114	24	10	...	...	184
For Girls ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	251	241	499	32	...	...	40	1,063
Total of Private Institutions		...	774	9,657	27,465	14,797	48	1	367	53,109
Grand Total for 1908-1909 ...		8,209	20,041	1,93,512	9,15,722	2,36,205	690	82	46,928	14,21,389

GENERAL TABLE IV.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.									
Arts Colleges	2,72,793	...	...	1,39,252	...	2,593	4,14,638	1,800	1,200
Colleges for Professional Training—									
Law	...	...	...	...	...	...	...	...	...
Medicine	2,10,606	...	...	48,028	...	...	2,58,634	...	...
Engineering	1,84,853	...	...	18,870	...	19,331	2,23,054	...	...
Teaching	32,490	...	...	...	...	...	32,490	...	...
Total for Professional Colleges ...	4,27,949	...	...	66,898	...	19,331	5,14,178	...	...
Total for Colleges ...	7,00,742	...	...	2,06,150	...	21,924	9,28,816	1,800	1,200
SCHOOL EDUCATION. (GENERAL.)									
Secondary Schools—									
For Boys { High Schools ... English ...	2,35,689	400	1,600	2,21,438	5,609	6,187	4,70,923	5,646	250
For Boys { Middle ditto { English ...	44,357	...	...	9,785	60	...	54,202	...	21,849
For Boys { Middle ditto { Vernacular ...	8,132	...	432	2,172	178	105	11,019	...	39,458
Total for Secondary Schools for Boys ...	2,88,178	400	2,032	2,33,395	5,847	6,292	5,36,144	5,646	61,557
For Girls { High Schools ... English ...	17,461	...	...	4,108	...	...	21,569	...	...
For Girls { Middle ditto { English ...	18,082	...	...	10,046	...	...	28,128	...	...
For Girls { Middle ditto { Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	35,543	...	...	14,154	...	...	49,697	...	...
Total Secondary Schools both for Boys and Girls.	3,23,721	400	2,032	2,47,549	5,847	6,292	5,85,841	5,646	61,557
Primary Schools—									
For Boys { Upper Primary	76,339	117	244	4,312	52	85	81,149	...	28,148
For Boys { Lower Primary	428	18	...	13	...	4	463	...	47
Total for Primary Schools for Boys ...	76,767	135	244	4,325	52	89	81,612	...	28,195
For Girls { Upper Primary	3,918	57	...	...	...	...	3,975	...	...
For Girls { Lower Primary	3,472	190	...	12	12	...	3,686	...	...
Total for Primary Schools for Girls ...	7,390	247	...	12	12	...	7,661	...	...
Total Primary Schools both for Boys and Girls.	84,157	382	244	4,337	64	89	89,273	...	28,195
SCHOOL EDUCATION. (SPECIAL.)									
Training Schools for—									
(*a*) Masters	3,04,840	1,079	...	10,702	9	396	3,17,026	...	...
(*b*) Mistresses	6,140	...	...	...	...	...	6,140	...	...
Schools of Art	21,728	...	...	5,464	...	...	27,192	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	92,873	...	...	12,355	...	744	1,05,972	...	...
Engineering and Surveying Schools ...	34,088	...	...	3,726	...	2,055	39,869	...	12
Technical and Industrial Schools ...	14,221	...	...	805	...	2,278	17,304	960	8,125
Commercial Schools	19,296	...	...	3,164	...	...	22,460	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	94,077	...	...	...	...	7,504	1,01,581	...	...
Other Schools { Madrasas	30,356	...	...	3,774	...	3,206	37,336	...	...
Other Schools { Miscellaneous Schools ...	5,865	...	...	270	...	379	6,514	...	...
Total ...	6,23,484	1,079	...	40,260	9	16,562	6,81,394	960	8,137
Total of Direct Expenditure ...	17,32,104	1,861	2,276	4,93,296	5,920	44,867	22,85,324	8,406	99,089

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	3,138	175	4,057	11,320	...	...	...	...	...	...	...	62,697	...	...
...	930	...	...	930	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	930	...	...	930	...	...	...	...	...	...	...	...	...	...
950	4,068	175	4,057	12,250	...	...	...	...	...	...	...	62,697	...	...
1,800	10,609	...	...	18,305	9,742	...	...	1,147	...	...	10,889	1,56,287	2,383	8,498
593	13,157	4,190	...	39,789	27,627	...	...	511	...	...	28,138	60,917	81,900	7,975
1,652	14,957	1,890	...	57,957	2,271	...	617	56	7	14	2,965	15 795	21,793	1,009
4,045	38,723	6,080	...	1,16,051	39,640	...	617	1,714	7	14	41,992	2,32,999	1,06,076	17,482
...	...	...	...	...	...	...	...	...	...	...	...	77,853	...	618
...	...	...	...	...	...	...	...	...	...	...	...	68,925	...	786
...	...	...	...	...	...	...	...	...	...	...	...	8,472	...	1,194
...	...	...	...	...	...	...	...	...	...	...	...	1,55,250	...	2,598
4,045	38,723	6,080	...	1,16,051	39,640	...	617	1,714	7	14	41,992	3,88,249	1,06,076	20,080
773	1,906	15	...	30,842	8,209	...	1,814	1,153	225	9	11,410	43,254	1,51,876	17,214
1,320	70	...	...	1,437	22,755	...	353	17,898	1,059	403	42,468	1,07,182	4,71,713	42,150
2,093	1,976	15	...	32,279	30,964	...	2,167	19,051	1,284	412	53,878	1,50,436	6,23,589	59,364
255	79	141	...	475	237	...	...	...	...	...	237	44,416	6,051	4,284
...	...	...	...	...	2,481	...	432	50	288	50	3,301	63,552	64,726	9,533
255	79	141	...	475	2,718	...	432	50	288	50	3,538	1,07,968	70,777	13,817
2,348	2,055	156	...	32,754	33,682	...	2,599	19,101	1,572	462	57,416	2,58,404	6,94,366	73,181
...	...	...	...	...	546	...	...	...	...	...	546	5,682	...	...
...	...	...	...	...	...	...	...	...	...	...	...	20,664	76	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	125
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	68	...	...	80	...	...	...	...	...	...	...	417	...	...
240	2,447	60	888	12,720	1,348	...	...	...	...	...	1,348	21,531	3,507	658
...	...	...	...	...	...	...	...	...	...	...	...	1,750	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	360	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	763	96	...
...	...	...	...	...	1,267	...	...	...	...	10	1,277	54,212	34,444	11,580
240	2,515	60	888	12,800	3,161	...	...	...	...	10	3,171	1,05,019	38,483	12,363
7,583	47,361	6,471	4,945	1,73,855	76,483	...	3,216	20,815	1,579	486	1,02,579	8,14,369	8,38,925	1,05,624

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY EDUCATION.						
Arts Colleges	81,379	24,083	42,127	2,10,286	58,269	9,033
Colleges for Professional Training—						
Law	...	...	...	...	52,957	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	...	...	...	...	...	6,750
Total for Professional Colleges ...	...	...	...	...	**52,957**	**6,750**
Total for Colleges ...	**81,379**	**24,083**	**42,127**	**2,10,286**	**1,11,226**	**15,783**
SCHOOL EDUCATION.						
(GENERAL.)						
Secondary Schools—						
For Boys { High Schools ... English ...	5,19,946	1,05,783	73,756	8,66,653	6,85,072	62,118
For Boys { Middle ditto { English ...	2,53,559	1,14,996	41,413	5,60,760	25,203	28,800
For Boys { Middle ditto { Vernacular...	45,414	30,697	2,753	1,17,461	6,972	7,475
Total for Secondary Schools for Boys ...	**8,18,919**	**2,51,476**	**1,17,922**	**15,44,874**	**7,17,247**	**98,393**
For Girls { High Schools ... English ...	1,05,355	18,592	32,429	2,34,847	...	...
For Girls { Middle ditto { English ...	90,198	51,712	16,070	2,27,691	3,675	230
For Girls { Middle ditto { Vernacular...	1,759	15,999	1,871	29,295	...	...
Total for Secondary Schools for Girls ...	**1,97,312**	**86,303**	**50,370**	**4,91,833**	**3,675**	**230**
Total Secondary Schools both for Boys and Girls.	**10,16,231**	**3,37,779**	**1,68,292**	**20,36,707**	**7,20,922**	**98,623**
Primary Schools—						
For Boys { Upper Primary	2,21,961	45,657	35,220	5,15,182	4,179	5,928
For Boys { Lower Primary	10,17,166	1,00,315	1,54,164	18,92,690	2,03,371	18,993
Total for Primary Schools for Boys ...	**12,39,127**	**1,45,972**	**1,89,384**	**24,07,872**	**2,07,550**	**24,921**
For Girls { Upper Primary	14,767	56,522	21,845	1,47,885	169	...
For Girls { Lower Primary	6,357	93,329	16,545	2,54,042	682	7,381
Total for Primary Schools for Girls ...	**21,124**	**1,49,851**	**38,390**	**4,01,927**	**851**	**7,381**
Total Primary Schools both for Boys and Girls.	**12,60,251**	**2,95,823**	**2,27,774**	**28,09,799**	**2,08,401**	**32,302**
SCHOOL EDUCATION.						
(SPECIAL.)						
Training Schools—						
(*a*) Masters	...	9,849	8,600	24,131	60	420
(*b*) Mistresses	887	14,542	3,038	39,207	...	...
Schools of Art	850	5,252	...	6,227	6,864	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	66,377	...
Engineering and Surveying Schools ...	3	...	...	420	...	...
Technical and Industrial Schools ...	2,779	6,660	31,273	66,408	136	10,798
Commercial Schools	7,620	...	50	9,420	6,243	...
Agricultural Schools	...	...	...	360	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Madrasas	636	986	878	3,359	277	3,958
Other Schools { Miscellaneous Schools ...	79,390	35,523	42,161	2,57,310	15,012	22,973
Total ...	**92,165**	**72,812**	**86,000**	**4,06,842**	**94,969**	**38,149**
Total of Direct Expenditure ...	**24,50,026**	**7,30,497**	**5,24,193**	**54,63,634**	**11,35,518**	**1,84,857**

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS.		TOTAL EXPENDITURE FROM							
MANAGEMENT.									
Unaided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	All other sources.			GRAND TOTAL.
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,12,312*	1,79,614	3,37,290	2,200	950	2,82,038	1,93,380	...	...	8,15,858
950	53,907	...	...	...	53,887	950	...	...	54,837
...	...	2,10,606	...	...	48,028	...	...	...	2,58,634
...	...	1,84,853	...	...	18,870	19,331	...	...	2,23,054
...	6,750	32,490	...	...	...	6,750	...	...	39,240
950	**60,657**	**4,27,949**	...	...	**1,20,785**	**27,031**	...	...	**5,75,765**
1,13,262	**2,40,271**	**7,65,239**	**2,200**	**950**	**4,02,823**	**2,20,411**	...	...	**13,91,623**
1,28,462	8,75,652	3,97,622	3,033	11,898	14,38,212	3,81,915	9,742	...	22,42,422
11,939	65,942	1,05,274	1,03,749	8,568	3,02,215	2,01,398	27,627	...	7,48,831
3,823	18,270	23,927	61,251	3,093	69,571	46,942	2,888	..	2,07,672
1,44,224	**9,59,864**	**5,26,823**	**1,68,033**	**23,559**	**18,09,998**	**6,30,255**	**40,257**	...	**31,98,925**
...	...	95,314	...	618	1,09,463	51,021	...	...	2,56,416
417	4,322	87,007	...	786	1,03,919	68,429	...	...	2,60,141
...	...	8,472	...	1,194	1,759	17,870	...	...	29,295
417	**4,322**	**1,90,793**	...	**2,598**	**2,15,141**	**1,37,320**	...	...	**5,45,852**
1,44,641	**9,64,186**	**7,17,616**	**1,68,033**	**26,157**	**20,25,139**	**7,67,575**	**40,257**	...	**37,44,777**
1,477	11,584	1,19,593	1,80,141	18,231	2,33,511	80,703	17,988	...	6,50,167
28,100	2,50,464	1,07,610	4,71,778	43,470	12,38,518	2,95,036	31,110	...	21,87,522
29,577	**2,62,048**	**2,27,203**	**6,51,919**	**61,701**	**14,72,029**	**3,75,739**	**49,098**	...	**28,37,689**
366	535	48,334	6,108	4,539	15,015	77,732	1,379	...	1,53,107
7,424	15,487	67,024	64,916	9,533	7,101	1,21,978	5,964	...	2,76,516
7,790	**16,022**	**1,15,358**	**71,024**	**14,072**	**22,116**	**1,99,710**	**7,343**	...	**4,29,623**
37,367	**2,78,070**	**3,42,561**	**7,22,943**	**75,773**	**14,94,145**	**5,75,449**	**56,441**	...	**32,67,312**
...	480	3,10,522	1,079	...	10,762	19,180	640	...	3,42,183
...	...	26,804	76	...	887	17,580	...	...	45,347
3,168	10,032	21,728	...	125	13,178	8,420	...	...	43,451
...	...	...	...	...	...	...	...	...	...
...	66,377	92,873	...	...	78,732	744	...	...	1,72,349
...	...	34,505	12	...	3,797	2,055	...	...	40,369
908	11,842	36,712	11,632	898	6,167	52,865	1,348	...	1,09,622
...	6,243	21,046	...	...	17,027	50	...	...	38,123
829	829	...	360	...	...	829	...	...	1,189
...	...	94,077	...	...	...	7,504	...	...	1,01,581
7,405	11,640	31,119	96	...	4,687	16,433	...	...	52,835
21,818	59,803	60,077	84,444	11,580	94,672	1,20,692	3,439	...	3,24,904
34,128	**1,67,246**	**7,29,463**	**47,699**	**12,603**	**2,29,909**	**2,46,352**	**5,427**	...	**12,71,453**
3,29,398*	**16,49,773**	**25,54,879**	**9,40,875**	**1,15,483**	**41,52,016**	**18,09,787**	**1,02,125**	...	**96,75,165**

* Includes Rs. 1,000 spent from District Fund.

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	7,64,617	86	...	...	...	...	7,64,703	...	7,819
Furniture and Apparatus (Special Grants only).	70,087	...	40	...	...	81	70,208	...	2,586
Total ...	**8,34,704**	**86**	**40**	...	...	**81**	**8,34,911**	...	**10,405**
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs	...	...	...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of Indirect Expenditure ...	**8,34,704**	**86**	**40**	...	...	**81**	**8,34,911**	...	**10,405**
Total Expenditure on Public Instruction in 1908-1909.	**25,66,808**	**1,947**	**2,316**	**4,98,296**	**5,920**	**44,948**	**31,20,235**	**8,406**	**1,09,494**

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.
3,472	...	25	170	11,486	5,710	...	172	...	3,276	360	9.518	80,451	9,822	1,150
752	180	27	455	4,000	2,886	...	34	...	629	...	3,549	51,905	5,687	1,134
4.224	180	52	625	15,486	8,596	...	206	...	3,905	360	13,067	1,32,356	15,509	2,284
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...

GENERAL

Return of Expenditure on Public Instruction

OBJECTS OF EXPENDITURE.	PUBLIC					
	Under Private					
	Aided by Government or by District or Municipal Boards.				Unaided.	
	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Fees, including fees paid from Mohsin Fund.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	16,393	1,03,978	1,14,824	3,26,618	614	6,072
Furniture and Apparatus (Special Grants only).	11,514	19,819	26,859	1,16,918	156	3,552
Total ...	27,907	1,23,797	1,41,683	4,43,536	770	9,624
University	...	...	...	...	...	...
Direction	...	...	...	...	...	...
Inspection	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges... ...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...
Technical and Industrial Schools.	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Miscellaneous—						
Hostel (Boarding) charges	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...
Charges for conducting examinations ...	...	...	...	...	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	...	...	...
Stipends, prizes and rewards to Maktabs ...	...	...	...	...	...	...
Payments to other private schools ...	...	...	...	...	...	...
Contingencies and miscellaneous ...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...
Total of Indirect expenditure ...	27,907	1,23,797	1,41,683	4,43,536	770	9,624
Total Expenditure on Public Instruction in 1908-1909.	24,77,933	8,54,294	6,65,876	59,07,170	11,36,288	1,94,481

TABLE IV.

in Bengal for the official year 1908-1909.

INSTITUTIONS. / MANAGEMENT. / Unaided.		TOTAL EXPENDITURE FROM—							
						All other sources.			GRAND TOTAL.
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
87,616*	94,302	8,78,068	17,727	4,622	17,007	2,81,343	7,860	...	12,06,627
34,277†	37,985	1,38,092	8,273	1,926	11,850	69,039	3,480	...	2,32,660
1,21,893	1,32,287	10,16,160	26,000	6,548	28,857	3,50,382	11,340	...	14,39,287
...	...	91,619	...	...	3,63,147	...	...	...	4,54,766
...	...	1,13,390	...	...	...	...	...	...	1,13,390
...	...	7,59,994	90,047	3,118	...	372	12,109	...	8,65,640
...	...	90,128	...	...	...	25,384	...	...	1,15,512
...	...	8,618	172	...	...	5,824	...	...	14,614
...	...	23,548	1,519	183	...	...	...	...	25,250
...	...	51,429	16,829	186	8	3,051	4,113	...	75,616
...	...	3,847	14,510	...	...	78	1,139	...	19,574
...	...	9,808	717	...	...	676	...	...	11,201
...	...	4,017	4,196	165	...	351	...	...	8,729
...	...	3,257	2,837	...	...	986	269	...	7,349
...	...	11,59,655	1,30,827	3,652	3,63,155	36,722	17,630	...	17,11,641
...	...	1,92,869	250	...	6,67,872	4,08,412	466	...	12,69,869
...	...	3,563	24,949	820	90	142	463	...	30,027
...	...	7,003	481	...	5,481	81	110	...	13,156
...	...	126	104	111	...	...	...	...	341
...	...	302	...	590	3,720	158	...	...	4,770
...	...	333	5	1,655	...	108	...	...	2,101
...	...	44,243‡	32,266	2,910	50,248	1,77,211	4,573	...	3,11,451
...	...	2,48,439	58,055	6,086	7,27,411	5,86,112	5,612	...	16,31,715
1,21,893	1,32,287	24,24,254	2,14,882	16,286	11,19,423	9,73,316	34,582	...	47,82,643
4,51,291	17,82,060	49,79,133	11,55,757	1,31,769	52,71,439	27,83,003	1,36,707	...	1,44,57,808

* Includes Rs. 33,000 from Provincial Revenues.
† Includes Rs. 16,100, from ditto.
‡ Includes Rs. 7,524 paid to European cadets.

GENERAL

Return of the Stages of Instruction of Pupils in Public Schools for Secondary and Primary Education

Class of Schools.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination, or an Examination of an equivalent standard. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage. 2		
			Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.								
For Boys.								
Government — English	45	11,172	5,807	...	5,807	2,495	...	2,495
Government — Vernacular	17	1,141	...	...	...	185	...	185
District Fund — English	37	3,124	...	...	...	642	...	642
District Fund — Vernacular	96	6,272	...	...	...	972	...	972
Municipal ... — English	5	951	277	...	277	232	...	232
Municipal ... — Vernacular	2	188	...	...	...	50	...	50
Native States — English	25	2,577	169	...	169	429	...	429
Native States — Vernacular	6	463	...	...	...	62	2	64
Aided ... — English	702	71,954	12,800	...	12,800	16,061	57	16,118
Aided ... — Vernacular	230	13,585	...	...	...	1,775	1	1,776
Unaided ... — English	271	45,393	13,951	...	13,951	10,914	...	10,914
Unaided ... — Vernacular	41	2,937	...	...	...	436	...	436
Total	1,477	1,59,757	33,004	...	33,004	34,253	60	34,313
For Girls.								
Government — English	2	278	...	41	41	...	87	87
Government — Vernacular	...	...	...	...	...	...	...	...
District Fund — English	...	...	...	...	...	...	...	...
District Fund — Vernacular	...	...	...	...	...	...	...	...
Municipal ... — English	...	...	...	...	...	...	...	...
Municipal ... — Vernacular	...	...	...	...	...	...	...	...
Native States — English	...	...	...	...	...	...	...	...
Native States — Vernacular	...	...	...	...	...	...	...	...
Aided ... — English	45	5,114	...	243	243	29	823	852
Aided ... — Vernacular	18	1,775	...	...	...	6	119	125
Unaided ... — English	3	153	...	10	10	...	32	32
Unaided ... — Vernacular	...	...	...	...	...	...	...	...
Total	68	7,320	...	294	294	35	1,061	1,096
Total Secondary Schools both for Boys and Girls.	1,545	1,67,077	33,004	294	33,298	34,288	1,121	35,409
PRIMARY SCHOOLS.								
For Boys.								
Government	197	8,509	...	...	...	...	...	...
District Fund	96	8,167	...	...	...	...	...	...
Municipal	7	513	...	...	...	...	...	...
Native States	627	23,908	...	...	...	4	...	4
Aided	26,984	8,48,531	...	...	...	8	...	8
Unaided	6,569	1,42,191	...	...	...	...	...	...
Total	34,430	10,31,819	...	...	...	12	...	12
For Girls.								
Government	25	1,047	...	...	...	...	...	...
District Fund	...	...	...	...	...	...	...	...
Municipal	1	64	...	...	...	...	...	...
Native States	36	1,218	...	...	...	...	...	...
Aided	2,485	64,546	...	...	...	...	10	10
Unaided	482	10,149	...	...	...	...	...	...
Total	3,029	77,024	...	...	...	...	10	10
Total Primary Schools both for Boys and Girls.	37,509	11,08,843	...	...	...	12	10	22
Grand Total	39,054	12,75,920	33,004	294	33,298	34,300	1,131	53,431

TABLE V.

in Bengal at the end of the official year 1908-09.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
2,303	...	2,303	528	...	528	39	...	39	11,172	...	11,172
265	...	265	481	2	483	208	...	208	1,139	2	1,141
878	...	878	1,374	4	1,378	226	...	226	3,120	4	3,124
1,229	1	1,230	3,222	6	3,228	831	11	842	6,254	18	6,272
226	...	226	206	...	206	10	...	10	951	...	951
25	...	25	95	...	95	18	...	18	188	...	188
604	...	604	964	9	973	395	7	402	2,561	16	2,577
77	...	77	214	...	214	108	...	108	461	2	463
19,214	51	19,265	20,340	223	20,563	3,178	30	3,208	71,593	361	71,954
2,871	3	2,874	6,805	50	6,855	2,029	51	2,080	13,480	105	13,585
10,083	3	10,086	9,431	33	9,464	966	12	978	45,345	48	45,393
613	1	614	1,494	5	1,499	382	6	388	2,925	12	2,937
38,388	**59**	**38,447**	**45,154**	**332**	**45,486**	**8,390**	**117**	**8,507**	**1,59,189**	**568**	**1,59,757**
...	73	73	...	77	77	...	...	...	...	278	278
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
80	974	1,054	561	2,116	2,677	58	230	288	728	4,386	5,114
48	272	320	23	834	857	21	452	473	98	1,677	1,775
1	42	43	13	48	61	1	6	7	15	138	153
...	...	...	...	...	...	...	...	...	...	...	...
129	**1,361**	**1,490**	**597**	**3,075**	**3,672**	**80**	**688**	**768**	**841**	**6,479**	**7,320**
38 517	**1,420**	**39,937**	**45,751**	**3,407**	**49,158**	**8,470**	**805**	**9,275**	**1,60,030**	**7,047**	**1,67,077**
1,704	2	1,706	5,285	11	5,296	1,498	9	1,507	8,487	22	8,509
1,355	24	1,379	3,064	309	3,373	2,906	509	3,415	7,325	842	8,167
19	...	19	331	8	339	150	5	155	500	13	513
634	16	650	10,786	687	11,473	10,426	1,355	11,781	21,850	2,058	23,908
20,611	84	20,695	4,95,314	20,416	5,15,730	2,77,643	34,455	3,12,098	7,93,576	54,955	8,48,531
710	1	711	72,581	1,968	74,549	61,298	5,633	66,931	1,34,589	7,602	1,42,191
25,033	**127**	**25,160**	**5,87,361**	**23,399**	**6,10,760**	**3,53,921**	**41,966**	**3,95,887**	**9,66,327**	**65,492**	**10,31,819**
...	51	51	6	527	533	4	459	463	10	1,037	1,047
...	...	...	...	...	...	...	...	...	...	...	...
...	3	3	...	61	61	...	...	...	...	64	64
...	7	7	9	334	343	15	853	868	24	1,194	1,218
52	832	884	1,417	34,655	36,072	877	26,703	27,580	2,346	62,200	64,546
...	62	62	105	4,166	4,271	127	5,689	5,816	232	9,917	10,149
52	**955**	**1,007**	**1,537**	**39,743**	**41,280**	**1,023**	**33,704**	**34,727**	**2,612**	**74,412**	**77,024**
25,085	**1,082**	**26,167**	**5,88,898**	**63,142**	**6,52,040**	**3,54,944**	**75,670**	**4,30 614**	**9,68,939**	**1,39,904**	**11,08.843**
63,602	**2,502**	**66,104**	**6,34,649**	**66,549**	**7,01,198**	**3,63,414**	**76,475**	**4,39,889**	**11,28,969**	**1,46,951**	**12,75,920**

GENERAL

Return showing the Results of the Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.
1	2	3	4	5	6		8	9	10
I.—ARTS COLLEGES.									
1. Master of Arts	4	3	3	10	135	65	8	119	327
2(*a*). Bachelor of arts	6	7	7	20	139	161	125	2	427
(*b*). Supplementary B.A. Examination	6	8	7	21	185	325	339	83	932
3. Bachelor of Science	2	2	...	4	80	30	...	1	111
4. Intermediate in Arts ...	9	8	13	30	210	309	348	7	874
5. Intermediate in science ...	2	4	3	9	96	146	80	...	322
6. Supplementary F.A. Examination	10	9	14	33	147	288	387	29	851
II—COLLEGES FOR PROFESSIONAL TRAINING,									
(*a*) Law—									
1. Master of Law	...	...	...	...	...	...	...	4	4
2. Bachelor of Law	3	...	5	8	19	...	496	...	515
2(*a*). Preliminary B.L. Examination ...	...	...	6	6	...	...	145	...	145
(*b*) Medicine—									
1. Preliminary Scientific L. M. S. Boys	...	...	...	...	...	...	...	...	...
1. Preliminary Scientific L. M. S. Girls	...	...	...	...	...	...	...	...	...
2. First L. M. S. Boys	1	...	...	1	79	...	...	...	79
2. First L. M. S. Girls	...	...	...	...	2	...	...	...	2
3. Combined Preliminary Scientific and first L.M.S. Boys	...	...	...	...	...	...	...	...	...
3. Combined Preliminary Scientific and first L.M.S. Girls	...	...	...	...	...	...	...	...	...
4. Second L. M. S. and re-examination. Boys	1	...	...	1	81	...	...	...	81
4. Second L. M. S. and re-examination. Girls	...	...	...	...	2	...	...	...	2
5. Preliminary Scientific M. B. Boys	1	...	...	1	137	...	...	...	137
5. Preliminary Scientific M. B. Girls	...	...	...	...	7	...	...	...	7
6. First M. B. Boys	1	...	...	1	24	...	...	...	24
6. First M. B. Girls	...	...	...	...	1	...	...	...	1
7. Combined Preliminary Scientific and first M. B. Boys	1	...	...	1	44	...	...	...	44
7. Combined Preliminary Scientific and first M. B. Girls	...	...	...	...	...	...	...	...	...
8. Second M. B. Boys	1	...	...	1	6	...	...	...	6
8. Second M. B. Girls	...	...	...	...	1	...	...	...	1
9. Honours in Medicine Boys	...	...	...	...	...	...	...	...	...
9. Honours in Medicine Girls	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine Boys	...	...	...	...	...	...	...	...	...
10. Doctor in Medicine Girls	...	...	...	...	...	...	...	...	...
(*c*) Engineering—									
1. B. E. Examination	1	...	...	1	20	...	...	...	20
2. F. E. Examination	1	...	...	1	33	...	...	...	33
(*d*) Agriculture—									
1. Higher class examination ...	1	...	...	1	10	...	...	...	10
2. Special	1	...	...	1	2	...	...	...	2
(*e*) Teaching—									
1. Bachelor in Teaching	1	...	...	1	16	...	...	...	16
2. L. T. Examination	1	...	...	1	12	...	...	...	12
III.—SCHOOLS FOR GENERAL EDUCATION.									
1. Matriculation Boys	43	187	144	374	1,007	1,871	2,663	117	5,658
1. Matriculation Girls	1	6	...	7	8	20	...	3	31
2. B class Examination Final	5	...	...	5	25	...	...	...	25
3. C Ditto Final	2	...	1	3	4	...	5	...	9
4. High School Honours Examination. Boys	...	...	...	...	...	...	...	...	...
4. High School Honours Examination. Girls	...	...	...	...	...	...	...	...	...
5. High School Examinations for Europeans. Boys	...	5	...	5	...	24	...	1	25
5. High School Examinations for Europeans. Girls	1	3	...	4	7	6	...	1	14
6. Middle School Examination. Boys	225	875	218	1,318	1,945	6,448	2,580	...	10,973
6. Middle School Examination. Girls	2	52	1	55	22	207	6	...	235
7. Upper Primary Examination. Boys	452	3,111	262	3,825	2,965	14,237	3,032	...	20,234
7. Upper Primary Examination. Girls	8	110	1	119	56	444	4	...	504
8. Lower Primary Examination. Boys	157	15,766	815	17,038	3,074	51,187	4,043	...	5,8304
8. Lower Primary Examination. Girls	8	671	13	692	41	1,891	29	...	1,961

TABLE VI.

Bengal for the official year 1908-1909.

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammedans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
72	27	5	62	166	1	3	63	89	10	...	...	...	
86	67	55	...	208	1	1	69	120	17	...	...	...	
86	113	128	33	360	3	5	96	237	19	...	...	...	
33	11	...	1	45	...	...	12	33	...	...	...	...	
71	90	104	5	270	2	4	90	164	9	...	...	1	
52	68	18	...	138	3	...	44	89	2	...	...	...	
56	113	133	5	307	2	3	98	179	25	...	...	...	
...	...	...	2	2	...	...	...	2	...	...	...	...	
11	...	252	...	263	...	1	85	169	8	...	...	...	
...	...	53	...	53	...	...	21	31	1	...	...	...	
17*	...	...	...	17	...	...	10	7	...	...	...	...	*Appeared at he higher examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
42	...	...	...	42	...	1	17	24	...	...	...	...	
2	...	...	...	2	1	1	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
31	...	...	...	31	...	...	11	18	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
104†	...	...	...	104	1	...	40	56	7	...	...	...	†14 appeared at he igher examination.
6	...	...	...	6	5	...	...	1	...	...	...	...	
‡14	...	...	...	14	...	...	5	9	...	...	...	...	‡2 appeared at the higher examination.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
6	...	...	...	6	...	...	2	4	...	...	...	...	
1	...	...	...	1	1	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
14	...	...	...	14	...	...	7	7	...	...	...	...	
21	...	...	...	21	...	...	14	7	...	...	...	...	
7	...	...	...	7	...	...	2	5	...	...	...	...	
2	...	...	...	2	...	...	1	1	...	...	...	...	
14	...	...	...	14	...	...	9	5	...	...	...	...	
9	...	...	...	9	...	...	...	8	1	...	...	...	
798	1,172	1,428	84	3,482	...	23	1,062	2,085	301	...	...	11	
1	14	...	3	18	1	11	2	4	...	...	...	...	
11	...	...	11	...	...	2	6	3	...	...	...	...	
2	...	2	...	4	...	...	3	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	11	...	1	12	9	...	...	...	...	...	2	1	
2	3	...	1	6	6	...	...	...	...	...	...	...	
1,496	4,913	1,938	...	8,347	56	180	2,486	4,764	809	1	...	51	
16	139	1	...	156	20	67	22	45	...	...	1	1	
2,347	10,266	2,379	...	14,992	16	280	3,791	9,179	1,527	8	...	191	
36	331	4	...	371	15	168	60	127	1	...	...	...	
2,407	36,689	2,927	...	42,023	...	599	7,282	27,799	5,396	11	...	936	
34	1,340	14	...	1,388	...	259	299	744	77	...	...	9	

GENERAL

Return showing the Results of the Prescribed Examinations in

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.
1	2	3	4	5	6	7	8	9	10
IV.—SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training Schools for masters. English ...	...	...	...	...	...	...	...	...	...
Vernacular	7	1	1	9	365	14	6	29	414
2. Schools of Art Examination ...	1	...	...	1	...	...	...	...	...
3. Vernacular Medical Examination ...	3	...	...	3	91	...	...	...	91
4. Overseer Examination ...	2	...	...	2	54§	...	...	...	54
5. Sub-overseer Examination ...	5	1	...	6	122	11	...	...	133
6. Amin class Examination ...	2	...	...	2	88	...	...	...	88
7. Survey final Examination ...	1	...	...	1	48	...	...	...	48
8. Commerce	...	...	...	...	...	...	...	...	...
(*a*) Commercial course final ...	1	...	...	1	16	...	...	...	16
(*b*) Ditto Special ...	1	...	...	1	54	...	...	...	54
9. Accounts Examination ...	...	...	...	...	...	...	...	204	204
10. Sanskrit Title Examination ...	1	65		66	10	201		...	211
11. ,, second Examination ...	1	245		246	...	...		...	1,200
12. ,, first Examination ...	1	414		415	...	...		...	2,152
13. Madrasa Central Examination ...	2	2		4	178	28		...	206

TABLE VI.

Bengal for the official year 1908-1909.

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private candidates.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
181	8	1	18	208	...	8	71	114	15	...	...	...	
26	...	...	...	26	...	1	11	13	1	...	...	...	
58	...	...	...	58	...	3	17	31	7	...	...	...	
41	...	...	...	41	3	...	17	21	...	...	...	...	§3 appeared from Civil Engineering College for mining diploma and all passed.
80	10	...	...	90	8	...	27	53	2	...	...	...	
55	...	...	...	55	...	...	18	35	1	...	...	1	
35	...	...	...	35	...	...	11	24	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
8	...	...	...	8	...	...	6	2	...	...	...	...	
35	...	...	...	35	1	...	16	16	...	...	...	2	
...	...	...	19	19	3	...	4	12	...	...	...	...	
4	95		...	99	...	...	90	9	...	...	...	...	
...	...		...	465	...	...	348	117	...	...	...	...	
...	...		...	1,003	...	...	810	193	...	...	...	...	
103	20		...	123	...	...	...	...	123	...	...	...	

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

	OBJECTS OF EXPENDITURE.	EXPENDITURE OF DISTRICT BOARDS IN INSTITUTIONS MANAGED BY					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	District Funds.
	1	2	3	4	5	6	7
	DIRECT EXPENDITURE.					Rs.	Rs.
University Edn.	Arts Colleges	1	15	16	13	...	1,200
	Professional Colleges ...	...	...	...	...	...	...
	Total for Collegiate Education ...	**1**	**15**	**16**	**13**	**...**	**1,200**
School Education, General.	*Secondary Schools.*						
	For Boys — High Schools English ...	...	...	...	...	...	...
	For Boys — Middle ditto. English ...	37	3,124	2,891	2,212	...	21,609
	For Boys — Middle ditto. Vernacular...	96	6,272	5,769	4,535	...	39,458
	Total of Secondary Schools for Boys	**133**	**9,396**	**8,660**	**6,747**	**...**	**61,067**
	For Girls — High Schools English ...	...	...	...	...	...	...
	For Girls — Middle ditto. English ...	...	...	...	...	...	...
	For Girls — Middle ditto. Vernacular...	...	...	...	...	...	...
	Total of Secondary Schools for Girls	...	...	...	...	...	...
	Total of Secondary Schools both for Boys and Girls.	**133**	**9,396**	**8,660**	**6,747**	**...**	**61,067**
	Primary Schools.						
	For Boys ... Upper Primary ...	95	8,087	7,780	5,278	...	28,148
	For Boys ... Lower Primary ...	1	80	80	62	...	47
	Total Primary Schools for Boys ...	**96**	**8,167**	**7,860**	**5,340**	**...**	**28,195**
	For Girls ... Upper Primary ...	...	...	...	...	...	...
	For Girls ... Lower Primary ...	...	...	...	...	...	...
	Total Primary Schools for Girls ...	...	...	...	...	...	...
	Total Primary Schools both for Boys & Girls	**96**	**816**	**7,860**	**5,340**	**...**	**28,195**
School Education, Special.	*Schools for Special Instruction.*						
	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...
	Engineering and Surveying Schools ...	1	22	21	16	...	12
	Teachnical and Industrial Schools ...	8	198	189	147	960	8,125
	Commercial Schools	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...
	Other Schools — Madrasas ...	...	...	...	...	...	...
	Other Schools — Reformatory Schools...	...	...	...	...	...	...
	Other Schools — Miscellaneous Schools	...	...	...	...	...	...
	Total ...	**9**	**220**	**210**	**163**	**960**	**8,137**
	INDIRECT EXPENDITURE.						
	Buildings	...	...	...	...	...	7,819
	Furniture and Apparatus (Special grants only).	...	...	...	...	...	2,586
	Total ...	...	...	...	...	..	10,405
	Inspection	...	...	...	...	...	...
	Scholarships held in Arts Colleges	...	...	...	...	...	...
	Scholarships held in Medical Colleges	...	...	...	...	...	...
	Scholarships held in Other Professional Colleges	...	...	...	...	...	...
	Scholarships held in Secondary Schools ...	...	...	...	...	...	...
	Scholarships held in Primary Schools	...	...	...	...	...	...
	Scholarships held in Medical Schools	...	...	...	...	...	...
	Scholarships held in Technical and Industrial Schools	...	...	...	...	...	...
	Scholarships held in Other Special Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Grand Total ...	**289**	**17,798**	**16,746**	**12,263**	**960**	**1,08,984**

TABLE VII.

Instruction in Bengal for the official year 1908-1909.

ON PUBLIC INSTRUCTION.

District Boards.					Institutions managed by—			Total District Fund expenditure on public instruction.
Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
950	815	175	2,208	5,348	...	...	1,000*	2,200
...	...	...	...	...	...	...	...	...
950	815	175	2,208	5,348	...	...	1,000	2,200
...	...	...	...	...	400	250	2,383	3,033
...	10,507	3,452	...	35,568	...	240	81,900	1,03,749
...	14,561	1,890	...	55,909	...	...	21,793	61,251
...	25,068	5,342	...	91,477	400	490	1,06,076	1,68,033
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	25,068	5,342	..	91,477	400	490	1,06,076	1,68,033
...	1,787	15	...	29,950	117	...	1,51,876	1,80,141
...	2	...	...	49	18	...	4,71,713	4,71,778
...	1,789	15	...	29,999	135	...	6,23,589	6,51,919
...	...	...	...	...	57	...	6,051	6,108
...	...	...	...	...	190	...	64,726	64,916
...	...	...	...	...	247	...	70,777	71,024
...	1,789	15	...	29,999	382	...	6,94,366	7,22,943
...	...	...	...	...	1,079	...	...	1,079
...	...	...	...	...	...	...	76	76
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	68	...	...	80	...	...	...	12
240	2,447	60	888	12,720	...	...	3,507	11,632
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	360	360
...	...	...	...	...	...	...	96	96
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	34,444	34,444
240	2,515	60	888	12,800	1,079	...	38,483	47,699
...	...	25	170	8,014	86	...	9,822	17,727
...	...	27	262	2,875	...	...	5,687	8,273
...	...	52	432	10,889	86	..	15,509	26,000
...	...	...	...	...	...	...	...	90,047
...	...	...	...	...	...	...	...	172
...	...	...	...	...	...	...	...	1,519
...	...	...	...	...	...	...	..	16,829
...	...	...	...	...	...	...	...	14,510
...	...	...	...	...	...	...	...	717
...	...	...	...	...	...	...	...	4,196
...	...	...	...	...	...	...	...	2,837
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,30,827
...	...	...	...	...	...	...	...	58,055
1,190	30,187	5,644	3,528	1,50,513	1,947	490	8,55,434	11,55,757

*Lump grant.

GENERAL

Return showing the Distribution of District Board and Municipal Expenditure on Public

	OBJECTS OF EXPENDITURE.	EXPENDITURE OF MUNICIPAL BOARDS					
		IN INSTITUTIONS MANAGED BY					
		Number of Institutions.	Number of scholars on the rolls on the 31st of March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial Revenues.	Municipal Funds.
	1	17	18	19	20	21	22
	DIRECT EXPENDITURE.					Rs.	Rs.
University Edn.	Arts Colleges	1	54	48	42	1,800	...
University Edn.	Professional Colleges ...	1	16	14	10	...	...
University Edn.	**Total for Collegiate Education ...**	**2**	**70**	**62**	**52**	**1,800**	**...**
	Secondary Schools.						
School Education, General.	For Boys. High Schools English ...	2	532	540	419	5,646	1,800
School Education, General.	For Boys. Middle ditto English ...	3	419	419	347	...	593
School Education, General.	For Boys. Middle ditto Vernacular ...	2	188	169	140	...	1,652
School Education, General.	**Total of Secondary Schools for Boys**	**7**	**1,139**	**1,128**	**906**	**5,646**	**4,045**
School Education, General.	For Girls. High Schools English ...	...	...	...	...	...	...
School Education, General.	For Girls. Middle ditto English ...	...	...	...	...	...	...
School Education, General.	For Girls. Middle ditto Vernacular ...	...	...	...	...	...	...
School Education, General.	**Total of Secondary Schools for Girls**	...	...	...	...	...	...
School Education, General.	**Total of Secondary Schools both for Boys and Girls.**	**7**	**1,139**	**1,128**	**906**	**5,646**	**4,045**
	Primary Schools.						
School Education, General.	For Boys ... Upper Primary ...	4	227	192	148	...	773
School Education, General.	For Boys ... Lower Primary ...	3	286	279	206	...	1,320
School Education, General.	**Total Primary Schools for Boys ...**	**7**	**513**	**471**	**354**	...	**2,093**
School Education, General.	For Girls ... Upper Primary ...	1	64	58	37	...	255
School Education, General.	For Girls ... Lower Primary ...	...	...	...	...	...	...
School Education, General.	**Total Primary Schools for Girls ...**	**1**	**64**	**58**	**37**	...	**255**
School Education, General.	**Total Primary Schools both for Boys & Girls**	**8**	**577**	**529**	**391**	...	**2,348**
	Schools for Special Instruction.						
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
School Education, Special.	Training Schools for Mistresses ...	...	...	...	...	...	...
School Education, Special.	Schools of Art	...	...	...	...	...	...
School Education, Special.	Law Schools	...	...	...	...	...	...
School Education, Special.	Medical Schools	...	...	...	...	...	...
School Education, Special.	Engineering and Surveying Schools ...	...	...	...	...	...	...
School Education, Special.	Technical and Industrial Schools ...	...	...	...	...	...	...
School Education, Special.	Commercial Schools	...	...	...	...	...	...
School Education, Special.	Agricultural Schools	...	...	...	...	...	...
School Education, Special.	Other Schools: Madrasas ...	...	...	...	...	...	...
School Education, Special.	Other Schools: Reformatory Schools...	...	...	...	...	...	...
School Education, Special.	Other Schools: Miscellaneous Schools	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	INDIRECT EXPENDITURE.						
	Buildings	...	...	...	...	...	3,472
	Furniture and Apparatus (Special Grants only).	...	...	...	...	...	752
	Total ...	...	...	...	...	...	4,224
	Inspection	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...
Scholarships held in	Medical Colleges	...	...	...	...	...	...
Scholarships held in	Other Professional Colleges ...	...	...	...	...	...	...
Scholarships held in	Secondary Schools ...	...	...	...	...	...	...
Scholarships held in	Primary Schools	...	...	...	...	...	...
Scholarships held in	Medical Schools	...	...	...	...	...	...
Scholarships held in	Technical and Industrial Schools	...	...	...	...	...	...
Scholarships held in	Other Special Schools ...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...
	Grand Total ...	**17**	**1,786**	**1,719**	**1,349**	**7,446**	**10,617**

TABLE VII.

Instruction in Bengal for the official year 1908-1909.

ON PUBLIC INSTRUCTION.									
MUNICIPAL BOARDS.					In Institutions managed by—			Total municipal expenditure on public instruction.	Total expenditure of District and Municipal Boards on public instruction.
District Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Government.	District Boards.	Private persons or Associations.		
23	24	25	26	27	28	29	30	31	32
Rs.	Rs	Rs.	Rs.	Rs.					
...	2,323	...	1,849	5,972	...	950	...	950	3,150
...	930	...	...	930	...	...	...	...	...
...	3,253	...	1,849	6,902	...	950	...	950	3,150
250	10,609	...	...	18,305	1,600	...	8,498	11,898	14,931
240	2,650	738	..	4,221	...	...	7,975	8,568	1,12,317
...	396	...	...	2,048	432	...	1,009	3,093	64,344
490	13,655	738	...	24,574	2,032	...	17,482	23,559	1,91,592
...	...	...	...	...	...	...	618	618	618
...	...	...	...	...	...	...	786	786	786
...	...	...	...	...	...	...	1,194	1,194	1,194
...	...	...	...	...	...	...	2,598	2,598	2,598
490	13,655	738	...	24,574	2,032	...	20,080	26,157	1,94,190
...	119	...	...	892	244	...	17,214	18,231	1,98,372
...	68	...	...	1,388	...	...	42,150	43,470	5,15,248
...	187	...	...	2,280	244	...	59,364	61,701	7,13,620
...	79	141	...	475	...	...	4,284	4,539	10,647
...	...	...	...	...	...	...	9,533	9,533	74,449
...	79	141	...	475	...	...	13,817	14,072	85,096
...	266	141	...	2,755	244	...	73,181	75,773	7,98,716
...	...	...	...	...	...	...	...	...	1,079
...	...	...	...	...	...	...	...	...	76
...	...	...	...	...	...	...	125	125	125
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	12
...	...	...	...	...	...	240	658	898	12,530
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	360
...	...	...	...	...	...	...	...	...	96
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	11,580	11,580	46,024
...	...	...	...	...	...	240	12,363	12,603	60,302
...	...	...	...	3,472	...	...	1,150	4,622	22,349
...	...	...	...	752	40	...	1,134	1,926	10,199
...	...	...	...	4,224	40	...	2,284	6,548	32,548
...	...	...	...	...	...	...	...	3,118	93,165
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	172
...	...	...	...	...	...	...	...	183	1,702
...	...	...	...	...	...	...	...	186	17,015
...	...	...	...	...	...	...	...	...	14,510
...	...	...	...	...	...	...	...	...	717
...	...	...	...	...	...	...	...	165	4,361
...	...	...	...	...	...	...	...	...	2,837
...	...	...	...	...	...	...	...	3,652	1 34,479
...	...	...	...	...	...	...	...	6,086	64,141
490	17,174	879	1,849	33,455	2,316	1,190	1,07,903	1,31,769	12,87,526

GENERAL TABLE VIII.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses in Bengal for the official year 1908-1909.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are Students of					Expenditure from					
	Hostels or Boarding-houses.	Boarders—*Vide* Note (1).	Arts Colleges.	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	District or Municipal Funds.	Subscriptions and Endowments.	Fees.	Native States Revenues.	Total Expenditure.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
For Males.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Managed by Government ...	42	2,164	500	342	728	16	578	41,906	...	2,756	1,21,383	...	1,66,045
Ditto District or Municipal Boards.	1	20	...	...	...	...	20	...	9	...	...	...	9
Aided by Government or by District or Municipal Boards.	71	3,235	287	1	2,416	245	286	80,219	241	97,380	1,74,553	...	3,52,393
Maintained by Native States ...	7	116	...	...	97	8	11	...	...	...	30	466	496
Unaided	278	6,733	244	...	3,645	1,655	1,189	...	...	1,60,259	1,91,708	...	3,51,967
Total ...	**399**	**12,268**	**1,031**	**343**	**6,886**	**1,924**	**2,084**	**1,22,125**	**250**	**2,60,395**	**4,87,674**	**466**	**8,70,910**
For Females.													
Managed by Government ...	6	217	15	22	138	...	42	21,029	...	2,330	16,053	...	39,412
Ditto District or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided by Government or by District or Municipal Boards.	40	2,524	...	...	2,206	191	127	49,715	...	86,131	1,53,250	...	2,89,096
Maintained by Native States ...	...	...	...	...	...	...	...	...	...	...	...	...	...
Unaided	36	1,914	...	...	472	1,337	105	...	...	59,556	10,895	...	70,451
Total ...	**82**	**4,655**	**15**	**22**	**2,816**	**1,528**	**274**	**70,744**	**...**	**1,48,017**	**1,80,198**	**...**	**3,98,959**
Grand Total ...	**481**	**16,923**	**1,046**	**365**	**9,702**	**3,452**	**2,358**	**1,92,869**	**250**	**4,08,412**	**6,67,872**	**466**	**12,69,869**

(1) "Boarders" in column 3 means only pupil-boarders.

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC					
	UNDER PUBLIC					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys { High Schools ... English ...	...	...	...	...	...	...
For Boys { Middle Schools ... English ...	1	178	189	178	...	...
For Boys { Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Boys' Schools ...	1	178	189	178	...	...
For Girls { High Schools ... English ...	...	...	...	...	...	...
For Girls { Middle Schools ... English ...	1	115	116	111	...	...
For Girls { Middle Schools ... Vernacular ...	...	...	...	...	...	...
Total for Girls' Schools ...	1	115	116	111	...	...
Total of Secondary Schools both for Boys and Girls.	2	293	305	289	...	...
PRIMARY SCHOOLS.						
For Boys { Upper Primary	...	...	...	...	...	...
For Boys { Lower Primary	...	...	...	...	...	...
Total Primary Schools for Boys ...	...	...	...	...	...	...
For Girls { Upper Primary	...	...	...	...	...	...
For Girls { Lower Primary	...	...	...	...	...	...
Total Primary Schools for Girls ...	...	...	...	...	...	...
Total of Primary Schools both for Boys and Girls.	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	1	20	20	20	...	...
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering or Surveying Schools ...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools { Madrasas	...	...	...	...	...	...
Other Schools { Reformatory Schools ...	...	...	...	...	...	...
Other Schools { Miscellaneous Schools ...	...	...	...	...	...	...
Total ...	1	20	20	20	...	...
Total of Schools of Public Instruction ...	3	313	325	309	...	...

TABLE III.

Bengal for the official year 1908-1909.

INSTITUTIONS.

MANAGEMENT.						UNDER PRIVATE MANAGEMENT.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	6	1,191	1,137	1,021
...	...	...	...	...	...	10	1,653	1,522	1,388
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**16**	**2,844**	**2,659**	**2,409**
...	...	...	...	...	...	7	1,104	1,038	913
...	...	...	...	...	...	18	2,120	1,996	1,770
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**25**	**3,224**	**3,034**	**2,683**
...	...	...	...	...	...	**41**	**6,068**	**5,693**	**5,092**
...	...	...	...	...	...	5	150	157	127
...	...	...	...	...	...	3	106	109	91
...	...	...	...	...	...	**8**	**256**	**266**	**218**
...	...	...	...	...	...	13	886	774	682
...	...	...	...	...	...	1	42	41	29
...	...	...	...	...	...	**14**	**928**	**815**	**711**
...	...	...	...	...	...	**22**	**1,184**	**1,081**	**929**
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	3	162	156	98
...	...	...	...	...	...	2	111	100	90
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	**5**	**273**	**256**	**188**
...	...	...	...	...	...	**68**	**7,525**	**7,030**	**6,209**

EDUCATION GENERAL

Return of European Schools and Scholars in

CLASS OF INSTITUTIONS.	PUBLIC INSTITUTIONS. Under Private Management. Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Institutions.	Grand Total of Scholars on the 31st of March.
1	18	19	20	21	22	23
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys — High Schools — English	3	639	485	405	9	1,830
For Boys — High Schools — English	...	...	...	...	11	1,831
For Boys — Middle Schools — Vernacular	...	...	...	...	...	...
Total for Boys' Schools	**3**	**639**	**485**	**405**	**20**	**3,661**
For Girls — High Schools — English	...	...	...	...	7	1,104
For Girls — High Schools — English	1	61	56	55	20	2,296
For Girls — Middle Schools — Vernacular	...	...	...	...	...	...
Total for Girls' Schools	**1**	**61**	**56**	**55**	**27**	**3,400**
Total of Secondary Schools both for Boys and Girls.	**4**	**700**	**541**	**460**	**47**	**7,061**
Primary Schools.						
For Boys — Upper Primary	...	...	...	...	5	150
For Boys — Lower Primary	...	...	...	...	3	106
Total Primary Schools for Boys	...	...	...	...	**8**	**256**
For Girls — Upper Primary	...	...	...	...	13	886
For Girls — Lower Primary	1	8	7	6	2	50
Total Primary Schools for Girls	**1**	**8**	**7**	**6**	**15**	**936**
Total of Primary Schools both for Boys and Girls.	**1**	**8**	**7**	**6**	**23**	**1,192**
SCHOOL EDUCATION, SPECIAL.						
Training Schools—						
(*a*) For Masters	...	...	...	...	...	...
(*b*) For Mistresses	...	...	...	...	1	20
Schools of Art	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...
Industrial Schools	...	...	...	...	3	162
Commercial Schools	...	...	...	...	2*	111
Agricultural Schools	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...
Other Schools — Reformatory Schools	...	...	...	...	...	...
Other Schools — Miscellaneous Schools	...	...	...	...	...	...
Total	...	...	...	...	**6**	**293**
Total of Schools of Public Instruction	**5**	**708**	**548**	**466**	**76**	**8,546**

* 1 school for males with 49 pupils and 1 school for females with 67 pupils.

TABLE III.

Bengal for the official year 1908-1909.

Number of Scholars on the 31st of March learning.										
English.			A classical language.			A vernacular language.			Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
24	25	26	27	28	29	30	31	32	33	34
1,778	52	1,830	982	20	1,002	110	...	110	52	...
1,614	217	1,831	145	31	176	43	23	66	217	...
...	...	...	...	...	...	...	...	...	...	...
3,392	**269**	**3,661**	**1,127**	**51**	**1,178**	**153**	**23**	**176**	**269**	**...**
183	921	1,104	12	534	546	...	...	...	...	183
410	1,886	2,296	146	475	621	...	...	...	...	410
...	...	...	...	...	...	...	...	...	...	...
593	**2,807**	**3,400**	**158**	**1,009**	**1,167**	**...**	**...**	**...**	**...**	**593**
3,985	**3,076**	**7,061**	**1,285**	**1,060**	**2,345**	**153**	**23**	**176**	**269**	**593**
90	60	150	25	7	32	18	11	29	60	...
91	15	106	...	...	...	...	...	...	15	...
181	**75**	**256**	**25**	**7**	**32**	**18**	**11**	**29**	**75**	**...**
332	554	886	...	...	...	...	...	...	...	332
20	30	50	...	...	...	...	...	...	...	20
352	**584**	**936**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**352**
533	**659**	**1,192**	**25**	**7**	**32**	**18**	**11**	**29**	**75**	**352**
...	...	...	...	...	...	...	...	...	...	...
...	20	20	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
162	...	162	...	...	...	...	...	...	...	...
38	73	111	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
200	**93**	**293**	**...**	**...**	**...**	**...**	**...**	**...**	**...**	**...**
4,718	**3,828**	**8,546**	**1,310**	**1,067**	**2,377**	**171**	**34**	**205**	**344**	**945**

GENERAL TABLE IIIA.

Number of Scholars in European Schools on the 31st March 1909, classified according to sex, race, or creed.

		Europeans and Eurasians.	Native Christians.*	Hindus.		Muhammadans.	Buddhists.	Parsis.	Others.	Total.
				Brahmans.	Non-Brahmans.					
School Education—General—										
Secondary Schools—										
For Boys—										
High Schools ...	Male ...	1,548	1	25	8	32	...	10	154	1,778
	Female ...	47	...	...	...	1	...	...	4	52
Middle Schools—										
English ...	Male ...	1,560	7	10	...	8	7	5	17	1,614
	Female ...	217	...	...	...	...	...	...	...	217
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls—										
High Schools ...	Male ...	170	1	5	3	...	1	...	3	183
	Female ...	858	5	14	33	...	2	3	6	921
Middle Schools—										
English ...	Male ...	394	4	2	1	2	1	3	3	410
	Female ...	1,833	2	6	1	...	1	31	12	1,886
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total ...		6,627	20	62	46	43	12	52	199	7,061
Primary Schools—										
For Boys ...	Male ...	181	...	...	...	...	...	...	...	181
	Female ...	74	1	...	...	...	...	...	...	75
For Girls ...	Male ...	329	10	...	...	...	9	2	2	352
	Female ...	548	21	...	...	...	10	1	4	584
Total ...		1,132	32	...	...	...	19	3	6	1,192
School Education—Special—										
Training Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	20	...	...	...	...	...	...	...	20
Industrial Schools...	Male ...	136	3	9	11	...	1	2	...	162
	Female ...	...	...	...	...	...	...	...	...	...
Commercial Schools	Male ...	38	...	...	...	...	...	...	...	38
	Female ...	67	6	...	...	...	...	...	...	73
Total ...		261	9	9	11	...	1	2	...	293
Total of Schools of Public Instruction.		8,020	61	71	57	43	32	57	205	8,546

* Include Aboriginal Christians.

GENERAL TABLE IV (EUROPEAN).

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.									
Secondary Schools.									
For Boys — High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Boys — Middle ditto — English ...	30,735	...	...	7,409	...	...	38,144	...	...
For Boys — Middle ditto — Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Boys ...	30,735	...	...	7,409	...	...	38,144	...	...
For Girls — High Schools ... English ...	...	...	...	...	...	...	...	...	...
For Girls — Middle ditto — English ...	18,082	...	...	10,046	...	...	28,128	...	...
For Girls — Middle ditto — Vernacular ...	...	...	...	...	...	...	...	...	...
Total for Secondary Schools for Girls ...	18,082	...	...	10,046	...	...	28,128	...	...
Total Secondary Schools both for Boys and Girls.	48,817	...	...	17,455	...	...	66,272	...	...
Primary Schools.									
For Boys — Upper Primary	...	...	...	...	...	...	...	...	...
For Boys — Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Boys ...	...	...	...	...	...	...	...	...	...
For Girls — Upper Primary	...	...	...	...	...	...	...	...	...
For Girls — Lower Primary	...	...	...	...	...	...	...	...	...
Total for Primary Schools for Girls ...	...	...	...	...	...	...	...	...	...
Total Primary Schools both for Boys and Girls.	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL.									
Training Schools for—									
(*a*) Masters	...	...	...	...	...	...	...	...	...
(*b*) Mistresses	4,542	...	...	...	...	...	4,542	...	...
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools — Reformatory Schools ...	...	...	...	...	...	...	...	...	...
Other Schools — Madrasas	...	...	...	...	...	...	...	...	...
Other Schools — Miscellaneous Schools ...	...	...	...	...	...	...	...	...	...
Total ...	4,542	...		...	...	...	4,542	...	...
Total of Direct Expenditure ...	53,359	...	...	17,455	...	...	70,814	...	...

TABLE IV.

Schools in Bengal for the official year 1908-1909.

INSTITUTIONS.

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government.		
Municipal Funds.	Fees, including fees paid from Mohsin Fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	65,195	...	...
...	...	...	...	...	...	...	...	...	...	...	...	33,687	...	992
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	98,882	...	992
...	...	...	...	...	...	...	...	...	...	...	...	46,068	...	90
...	...	...	...	...	...	...	...	...	...	...	...	53,287	...	662
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	99,355	...	752
...	...	...	...	...	...	...	...	...	...	...	...	1,98,237	...	1,744
...	...	...	...	...	...	...	...	...	...	...	...	2,677	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,955	...	...
...	...	...	...	...	...	...	...	...	...	...	...	5,632	...	...
...	...	...	...	...	...	...	...	...	...	...	...	14,349	...	965
...	...	...	...	...	...	...	...	...	...	...	...	517	...	60
...	...	...	...	...	...	...	...	...	...	...	...	14,866	...	1,025
...	...	...	...	...	...	...	...	...	...	...	...	20,498	...	1,025
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	4,754	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1,150	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	5,904	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,24,639	...	2,769

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
DIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION, GENERAL.						
Secondary Schools.						
For Boys { High Schools ... English ...	77,697	3,979	21,726	1,68,597	69,080	...
Middle ditto { English ...	48,728	11,096	20,648	1,15,151	...	...
Vernacular...	...	...	...	.....	...	...
Total for Secondary Schools for Boys ...	**1,26,425**	**15,075**	**42,374**	**2,83,748**	**69,080**	**...**
For Girls { High Schools ... English ...	86,992	...	13,357	1,46,507	...	...
Middle ditto { English ...	86,771	16,891	12,506	1,70,117	3,456	...
Vernacular...	...	...	...	.....	...	...
Total for Secondary Schools for Girls ...	**1,73,763**	**16,891**	**25,863**	**3,16,624**	**3,456**	**...**
Total Secondary Schools both for Boys and Girls.	**3,00,188**	**31,966**	**68,237**	**6,00,372**	**72,536**	**...**
Primary Schools.						
For Boys { Upper Primary	2,857	1,300	2,653	9,487	...	...
Lower Primary	784	...	681	4,420	...	...
Total for Primary Schools for Boys ...	**3,641**	**1,300**	**3,334**	**13,907**	**...**	**...**
For Girls { Upper Primary	6,417	6,789	5,908	34,428	...	...
Lower Primary	...	...	1,211	1,788	...	...
Total for Primary Schools for Girls ...	**6,417**	**6,789**	**7,119**	**36,216**	**...**	**...**
Total Primary Schools both for Boys and Girls.	**10,058**	**8,089**	**10,453**	**50,123**	**...**	**...**
SCHOOL EDUCATION, SPECIAL.						
Training Schools for—						
(*a*) Masters	...	...	...	.....	...	...
(*b*) Mistresses	...	...	...	.....	...	...
Schools of Art	...	...	...	.....	...	...
Law Schools	...	...	...	.....	...	...
Medical Schools	...	...	...	.....	...	...
Engineering and Surveying Schools ...	...	...	...	.....	...	...
Technical and Industrial Schools ...	2,274	29	881	7,938	...	...
Commercial Schools	3,028	...	...	4,178	...	...
Agricultural Schools	...	...	...	.....	...	...
Other Schools { Reformatory Schools ...	...	...	...	.....	...	...
Madrasas	...	...	...	.....	...	...
Miscellaneous Schools ...	...	...	...	.....	...	...
Total ...	**5,302**	**29**	**881**	**12,116**	**...**	**...**
Total of Direct Expenditure ...	**3,15,548**	**40,084**	**79,571**	**6,62,611**	**72,536**	**...**

TABLE IV.

Schools in Bengal for the official year 1908-1909.

INSTITUTIONS.	TOTAL EXPENDITURE FROM—								
MANAGEMENT.									
Unaided.									
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.			GRAND TOTAL.
						Private.	Public.		
							Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
10,369	79,449	65,195	...	...	1,46,777	36,074	...	...	2,48,046
...	...	64,422	...	992	56,137	31,744	...	...	1,53,295
...	...	...	...	...	...	...	...	...	.....
10,369	79,449	1,29,617	...	992	2,02,914	67,818	...	...	4,01,341
...	...	46,068	...	90	86,992	13,357	...	...	1,46,507
...	3,456	71,369	...	662	1,00,273	29,397	...	...	2,01,701
...	...	...	...	...	...	...	...	...	.....
...	3,456	1,17,437	...	752	1,87,265	42,754	...	...	3,48,208
10,369	82,905	2,47,054	...	1,744	3,90,179	1,10,572	...	...	7,49,549
...	...	2,677	...	...	2,857	3,953	...	...	9,487
...	...	2,955	...	...	784	681	...	...	4,420
...	...	5,632	...	...	3,641	4,634	...	...	13,907
...	...	14,349	...	965	6,417	12,697	...	...	34,428
627	627	517	...	60	...	1,838	...	...	2,415
627	627	14,866	...	1,025	6,417	14,535	...	...	36,843
627	627	20,498	...	1,025	10,058	19,169	...	...	50,750
...	...	...	...	...	...	...	...	...	.....
...	...	4,542	...	...	...	...	...	...	4,542
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	4,754	...	...	2,274	910	...	...	7,938
...	...	1,150	...	...	3,028	...	...	...	4,178
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	10,446	...	...	5,302	910	...	...	16,658
10,996	83,532	2,77,998	...	2,769	4,05,539	1,30,651	...	...	8,16,957

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC								
	UNDER PUBLIC								
	Managed by Government.							Managed by	
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.
1	2	3	4	5	6	7	8	9	10
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		
Building	...	...	...	...	...	...	...	...	...
Furniture and Apparatus (Special Grants only).	99	...	...	...	...	...	99	...	...
Total ...	99	...	...	...	...	...	99	...	...
University	...	...	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...	...	...
Scholarships or stipends held in: Arts Colleges... ...	...	...	...	...	...	...	...	...	...
Medical Colleges ...	...	...	...	...	...	...	...	...	...
Other Professional Colleges	...	...	...	...	...	...	...	...	...
Secondary Schools ...	...	...	...	...	...	...	...	...	...
Primary Schools ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools. ...	...	...	...	...	...	...	...	...	...
Other Special Schools ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Miscellaneous—									
Hostel (Boarding) charges ...	...	...	...	...	...	...	...	...	...
Charges for abolished schools ...	...	...	...	...	...	...	...	...	...
Charges for conducting examination...	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to unrecognized Tols	...	...	...	...	...	...	...	...	...
Stipends, prizes, and rewards to Maktabs.	...	...	...	...	...	...	...	...	...
Payments to European Cadets ...	...	...	...	...	...	...	...	...	...
Contingencies and Miscellaneous ...	...	...	...	...	...	...	...	...	...
Total Miscellaneous charges ...	...	...	...	...	...	...	...	...	...
Total of indirect Expenditure ...	99	...	...	...	...	...	99	...	...
Total Expenditure on Public Instruction in 1908-1909.	53,458	...	...	17,455	...	...	70,913	...	...

TABLE IV.

Schools in Bengal for the official year 1908-1909

INSTITUTIONS,

MANAGEMENT.												UNDER PRIVATE MANAGEMENT.		
District or Municipal Boards.					Maintained by Native States.							Aided by Government or by District or Municipal Boards.		
Municipal Funds.	Fees, including fees paid from Mohsin fund.	Subscriptions.	Endowments and other sources.	Total.	Native States Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.
11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
												Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	56,866	...	...
...	...	...	...	...	...	...	...	...	...	...	...	783	...	...
...	...	...	...	...	...	...	...	...	...	...	...	57,649	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	57,649	...	...
...	...	...	...	...	...	...	...	...	...	...	...	2,82,288	...	2,769

GENERAL

Return of Expenditure on Public Instruction in European

OBJECTS OF EXPENDITURE.	PUBLIC					
	UNDER PRIVATE					
	Aided by Government—*concld.*				Unaided.	
	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.
1	26	27	28	29	30	31
INDIRECT EXPENDITURE.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Building	10,880	76,654	28,270	1,72,670	215	1,818
Furniture and Apparatus (Special Grants only).	8,907	6,790	13,547	30,027	...	2,282
Total ...	**19,787**	**83,444**	**41,817**	**2,02,697**	**215**	**4,100**
University	...	...	...	.....	...	...
Direction	...	...	...	.....	...	...
Inspection	...	...	...	.....	...	...
Scholarships or stipends held in — Arts Colleges... ...	...	...	...	.....	...	...
Medical Colleges ...	...	...	...	.....	...	...
Other Professional Colleges	...	...	...	.....	...	...
Secondary Schools ...	...	...	...	.....	...	...
Primary Schools ...	...	...	...	.....	...	...
Medical Schools ...	...	...	...	.....	...	...
Technical and Industrial Schools.	...	...	...	.....	...	...
Other Special Schools ...	...	...	...	.....	...	...
Total ...	...	...	...	.....	...	...
Miscellaneous—						
Hostel (Boarding) charges ...	...	...	...	.....	...	...
Charges for abolished schools ...	...	...	...	.....	...	...
Charges for conducting examinations	...	...	...	.....	...	...
Stipends, prizes and rewards to unrecognised Tols.	...	...	...	.....	...	...
Stipends, prizes and rewards to Maktabs.	...	...	...	.....	...	...
Payments to other private schools ...	...	...	...	.....	...	...
Contingencies and Miscellaneous ...	...	...	...	.....	...	...
Total Miscellaneous charges ...	...	...	...	.....	...	...
Total of Indirect Expenditure ...	**19,787**	**83,444**	**41,817**	**2,02,697**	**215**	**4,100**
Total Expenditure on Public Instruction in 1908-1909.	**3,35,335**	**1,23,528**	**1,21,388**	**8,65,308**	**72,751**	**4,100**

TABLE IV.

Schools in Bengal for the official year 1908-1909.

INSTITUTIONS. / MANAGEMENT. / Unaided. — TOTAL EXPENDITURE FROM.									
						All other sources.			GRAND TOTAL.
							Public.		
Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Native States Revenues.	Imperial contributions.	
32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
34,415*	36,448	77,866	...	...	11,095	1,20,157	...	...	2,09,118
3,072	5,354	882	...	...	8,907	25,691	...	...	35,480
37,487	41,802	78,748	...	...	20,002	1,45,848	...	...	2,44,598
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	21,221	...	...	...	...	...	...	21,221
...	...	1,753	...	...	...	...	...	...	1,753
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	8,699	...	...	...	...	...	...	8,699
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...	...	.....
...	...	529	...	...	...	...	...	...	529
...	...	...	...	...	...	...	...	...	.....
...	...	32,202	...	...	...	...	...	...	32,202
...	...	1,34,433	...	...	3,53,512	1,74,728	...	...	6,62,673
...	...	...	...	...	...	...	...	...	.....
...	...	4,205	...	...	...	...	...	...	4,205
...	...	...	...	...	...	...	...	...	.....
...	...	...	...	...	...	...	...		.....
...	...	7,524	...	...	...	...	...	...	7,524
...	...	6,523	...	...	48,582	1,75,577	...	...	2,30,682
...	...	1,52,685	...	...	4,02,094	3,50,305	...	...	9,05,084
37,487	41,802	2,63,635	...	...	4,22,096	4,96,153	...	...	11,81,884
48,483	1,25,334	5,41,633	...	2,769	8,27,635	6,26,804	...	...	19,93,841

* Includes Rs. 21,000 paid to unaided schools from Provincial Revenues.

GENERAL TABLE V.

Return of the stages of Instruction of Pupils in Public Schools for Secondary and Primary Education in European Schools in Bengal at the end of the official year 1908-1909.

CLASS OF SCHOOLS.	Number of Schools.	Number of pupils on the rolls on 31st March 1909.	HIGH STAGE. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage but have not passed the matriculation examination, or an examination of an equivalent Standard.			MIDDLE STAGE. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage.			UPPER PRIMARY STAGE. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			LOWER PRIMARY STAGE. Comprising all pupils who have not passed beyond the Lower Primary Stage.						TOTAL.		
												Reading printed books.			Not reading printed books.					
			1			2			3			4			5					
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Secondary Schools for Boys.																				
Government, English	1	178	...	...	...	80	...	80	60	...	60	38	...	38	...	...	...	178	...	178
Aided „	16	2,844	149	...	149	745	56	801	670	47	717	1,011	166	1,177	...	...	...	2,575	269	2,844
Unaided „	3	639	134	...	134	225	...	225	159	...	159	121	...	121	...	...	...	639	...	639
Total ...	**20**	**3,661**	**283**	...	**283**	**1,050**	**56**	**1,106**	**889**	**47**	**936**	**1,170**	**166**	**1,336**	...	...	...	**3,392**	**269**	**3,661**
Secondary Schools for Girls.																				
Government, English	1	115	...	...	...	...	50	50	...	34	34	...	31	31	...	...	...	...	115	115
Aided „	25	3,224	...	111	111	27	592	619	77	630	707	481	1,306	1,787	...	...	...	585	2,639	3,224
Unaided „	1	61	...	...	...	...	18	18	1	15	16	7	20	27	...	...	...	8	53	61
Total ...	**27**	**3,400**	...	**111**	**111**	**27**	**660**	**687**	**78**	**679**	**757**	**488**	**1,357**	**1,845**	...	...	...	**593**	**2,807**	**3,400**
Total Secondary Schools both for Boys and Girls.	**47**	**7,061**	**283**	**111**	**394**	**1,077**	**716**	**1,793**	**967**	**726**	**1,693**	**1,658**	**1,523**	**3,181**	...	...	...	**3,985**	**3,076**	**7,061**

Primary Schools for Boys.																			
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	8	256	...	...	...	...	...	...	18	10	28	163	65	228	...	...	...	181	75	256
Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Total ...	8	256	...	...	...	...	...	...	18	10	28	163	65	228	...	...	...	181	75	256
Primary Schools for Girls.																			
Government ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Aided ...	14	928	...	...	...	...	...	...	33	120	153	318	457	775	...	...	...	351	577	928
Unaided ...	1	8	...	...	...	...	...	...	...	...	...	1	7	8	...	...	...	1	7	8
Total ...	15	936	...	...	...	...	...	...	33	120	153	319	464	783	...	...	...	352	584	936
Total Primary Schools both for Boys and Girls.	23	1,192	...	...	...	...	...	...	51	130	181	482	529	1,011	...	...	...	533	659	1,192
Grand Total for 1908-1909 (for Secondary and Primary Schools).	70	8,253	283	111	394	1,077	716	1,793	1,018	856	1,874	2,140	2,052	4,192	...	...	...	4,518	3,735	8,253

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GENERAL DEPARTMENT.

EDUCATION.

CALCUTTA, THE 28TH DECEMBER 1909.

RESOLUTION—No. 4897.

READ—

The Report on Public Instruction in Bengal for 1908-09.

IN the year under review there has been a continuance of the educational activity which was primarily prompted by the Simla Conference of 1901, and a further marked increase in expenditure. The demands of the Department continue to grow, but increasing difficulty is felt on the part of the Government in meeting them. The total expenditure from all sources on institutions of all kinds has risen from 110¼ lakhs in 1905-06 to 144½ lakhs in 1908-09, and within the same period the expenditure from provincial revenues has risen from 34 lakhs to 49¾ lakhs, while within the last two years there has been an increase of 13 lakhs in expenditure from provincial revenues. Mr. James, who submitted the present report as Officiating Director, has emphasized the need for further provision of funds and for a clearly defined policy in the Department as to the proportion of total expenditure which the main heads of education should receive.

2. *Controlling agencies.*—The temporary appointment of a second Assistant Director to assist the Director of Public Instruction was made as the work of the head-quarters office continued to expand. It is stated that while there is less work in the preparing of new schemes, there is more work in carrying into operation the schemes already sanctioned. As regards the agency for the inspection of primary education, the department has hitherto devoted itself to increasing the number of sub-inspectors so that they may have units of reasonable size to control. In the Lieutenant-Governor's opinion a sufficient advance has been made under the head of inspection, and it is now necessary for the department to direct its efforts towards the improvement of the teaching staff.

3. *Primary education for boys.*—The number of boys under instruction was about twelve hundred thousand, representing 26·5 per cent. of the total male population of school-going age. The total number of primary schools for boys was 34,472, which is 518 more than in the previous year. Mr. James draws attention to the fact that the allowance of the Gurus in primary schools is inadequate; and that while the stipendiary system has brought the schools under better control, yet at the same time it has furnished an excuse for parents and guardians to diminish the payments from private sources which form a part of the traditional income of primary school teachers. In the opinion of the Lieutenant-Governor the problem is a two-fold one:—the quality of the teachers must be improved, and at the same time it is necessary that the teachers in primary schools should receive a living wage. To achieve the first object the system of Guru Training Schools has been extended throughout the province. The advance must be slow as much leeway has to be made up. A contrast has been drawn in the report between the contributions of the Bombay and Calcutta Municipalities to primary schools. The Bombay Municipality spends one and one-third lakh and possesses 93 schools of its own, whereas the Calcutta Corporation has not a single school of its own and spends only one fifth of a lakh on primary education. It is satisfactory to notice that the Corporation has decided since the close of the year under review to appoint a sub-committee to meet the representatives of the Educational Department and to discuss the subject of the control of education.

4. *Secondary education.*—The proposals which were made by the Bengal Government for the improvement of secondary education and which involve a recurring expenditure of 16 lakhs, are still in abeyance; but Mr. James assures Government that something has been done to stimulate education in high schools through the inspection of these schools by officers of the Department on behalf of the University. During the year scholars in high schools have increased by over 2,000 and expenditure by Rs. 1,43,000; at the same time the number of high schools has decreased by two. This, in His Honour's opinion, gives evidence of more efficient working on the part of the existing schools.

His Honour has learnt with pleasure the good results which have been achieved by the experiment of appointing an officer of the Indian Educational Service as Head Master of the Ranchi Zilla School. The Lieutenant-Governor also agrees with the view expressed by Mr. James that an advanced high school is preferable to an inferior second grade college, but at the same time considers that the natural reluctance to lower the status of an existing college must be respected. His Honour is at one with the view expressed by Mr. James that while at first sight it might appear that the right policy for the Department is to sustain the more efficient type of schools and resist the blind and ignorant preference for anything that can be described as English education, yet it is not feasible to adopt such a policy with absolute strictness. It is to be deplored that there is a tendency to prefer a bad education in middle English schools to a good education in middle vernacular schools.

5. *Collegiate education.*—In collegiate education there has been a steady advance in all directions to conform with the regulations of the Calcutta University. There have been improvements in staff, buildings, science equipment, libraries and hostels. Among Government colleges, much has been done in the Presidency College for the more effective teaching of science subjects; but, as Mr. James remarks, it is obviously out of all reason that a college, even the Presidency College, should provide, without limit, an education costing far more than the fees received for it to every applicant without limit of cost or enquiry as to the applicant's fitness to profit by it. In the Patna College the chief progress made during the year was the establishment of a proper residential system. In the Krishnagar College the number of students has fallen to 86, and at present the report of a Committee which was appointed by the Lieutenant-Governor in April 1909 to advise as to the future of the college is under the consideration of Government. Mr. James has given some interesting comparisons of the net annual cost to Government per student in Government colleges; it varies from Rs. 145 per student in the Presidency College to Rs. 830 per student in the Sanskrit College. The Lieutenant-Governor has perused with interest the views of the Officiating Director on the prospects of autonomous administration which are opened up by the onstitution of governing bodies for colleges, and is in full agreement with the Director regarding the advisability of laying down for the different colleges working limits of expenditure.

6. *Muhammadan education.*—There has been an increase in the total number of Muhammadans under instruction of nearly 27,000 over the figures of the previous year. The number of pupils in secondary schools is nearly 17,000, but there are only 300 students in Arts Colleges. Much valuable work was done by Mr. Earle in initiating schemes for the improvement of Madrasas and the improvement of maktabs. During the year under review a scheme for the improvement of Madrasas was matured, and arrangements were made for a detailed inspection of all the private Madrasas in the Province, which has been completed since the close of the year. The scheme for the improvement of maktabs was completed; but it is only possible to bring it gradually into effect. There were 970 students at the Calcutta Madrasa at the end of 1908-09. The Elliott Madrasa Hostel is able to provide for 119 boarders. The Lieutenant-Governor has taken measures to provide another hostel to accommodate 100 students, and towards this the Nawab Bahadur of Dacca has given a liberal donation of Rs. 25,000.

7. *Professional and Technical education.*—The schemes for the University Law College in Calcutta, and the Patna Law College were brought into full working order after the end of the year. Pleadership classes have been revived

at Hooghly, Krishnagar and Cuttack, and also in connection with the University Law College and the Government Law College at Patna.

In connection with the Engineering College at Sibpur, the Director presses strongly for the early removal of the college to a new site. There have been unforeseen difficulties in the way, but they are gradually being surmounted, and it is hoped that considerable progress may be effected within the next twelve months. It is satisfactory to note that, notwithstanding the abolition of the agricultural classes, there has been an increase in the number of students at the college. A Board of Visitors has been constituted during the year under review, and the Joint Technical Examination Board conducted the Overseer and Sub-Overseer Examinations for the two Provinces of Bengal and Eastern Bengal and Assam for the first time in March 1909. The sanction of the Secretary of State has been obtained to the appointment of a Professor of Industrial Chemistry. The course of instruction of students in mining districts has been successful and has served its purpose. Mr. James expresses a doubt as to whether the conditions admit of permanent usefulness. On the other hand the Mining Instructor urges the opening of classes for instruction at additional centres. In His Honour's opinion there is no ground for withdrawing these useful and popular classes, which have recently received the warm appreciation of the Indian Mining Association. The Bihar School of Engineering reports a successful year. Further opportunities for advance in the Public Works Department have been given to the students, and the results of the first examination held by the Joint Technical Board were favourable to the school. The Lieutenant-Governor regrets that, although he is fully in favour of the conversion of the Cuttack Survey School into a similar School of Engineering for Orissa, it has not yet been found possible to finance the project.

Mr. Percy Brown, Superintendent of the School of Art, Lahore, was appointed Principal of the Calcutta School of Art in January 1909. Good work is being done in the advanced design class, and the importance of Indian ideals and designs is clearly kept in view. The Government Commercial classes in Calcutta have increased in stability. The successful candidates in the commercial course in special examinations have increased from 23 to 35. Another important departure was the opening of the Government Weaving Institute at Serampore in January 1909. The work is at present carried on in temporary buildings, and a site has been acquired for the permanent institute. In March 1909 there were 90 students, of whom 23 were boarders. This Institute is the outcome of the efforts of Mr. Havell, formerly of the School of Arts, Calcutta, and of others to revive the indigenous weaving industry by methods suited to the actual conditions of the hand-loom industry.

8. *Female education.*—Mr. James has asked for further assistance to the only Female Arts College in Bengal, the Bethune College. At present there are 31 students at the college and 163 at the collegiate school. His Honour trusts that the Board of Management, the constitution of which has recently been amended, will submit proposals which, in the course of time, Government may be in a position to carry into effect. There were at the end of the year 139,245 girls under instruction in primary schools. On the one hand the number of girls in purely girls' schools has decreased, but on the other hand the number of girls in boys' schools has increased. One method which has been found useful for increasing the number of girls under tuition is to make the payment of stipends conditional upon the attendance of a minimum number of girl pupils, but this plan has its disadvantages; for, as has been pointed out by Mr. James, the girl pupils may remain present in the school, but may be altogether excluded from instruction. Nevertheless His Honour considers that the plan should be encouraged. The Training College at Patna for instructing female teachers in the art of teaching was opened in January 1909 and a Lady Principal recruited in England arrived in February. There have been many difficulties in the management, not the least of which is the entire absence of fit material for training. Nevertheless it is reported that the earnestness of the women students and their eagerness to learn are remarkable. Mr. James points out that the obstructions to any real advance in female education are the lack of teachers, the unwillingness of many parents to pay for the education of their daughters, and the early age at which girls are taken away from the schools.

9. *European education.*—The total expenditure on the education of Europeans shows an increase of over $3\frac{1}{3}$ lakhs as compared with the expenditure of 1907-08, but $2\frac{1}{3}$ lakhs of this increase came from private sources. The Code for European Schools in Bengal was revised after prolonged discussion in 1908, and during the year under review interest centred in the regrading of the schools in accordance with the provisions of the Code. Since the close of the year the Lieutenant-Governor has found it necessary, on account of certain representations which have been made to him, to suspend the operation of the Code which was to have come into force from the 1st of January 1910. In connection with the education of Europeans, the Lieutenant-Governor is disposed to agree with the view of Mr. James that any education which from the beginning looks beyond the age of 14 in planning a systematic course of study is secondary education. The Inspector of European Schools and the Officiating Director press strongly for the provision of funds for the completion of the scheme for the training college for female teachers. His Honour while admitting that the present arrangements for the instruction of female teachers at the Dow Hill School are not altogether satisfactory, can hold out no hope that funds will be provided in the near future. His Honour, however, is glad to learn of the good work done by Miss Davies at the Dow Hill School. The successes at the Cambridge Senior Local Examination were 20 as compared with 22 in the previous year. In the departmental high school examination 16 passed during the year under review as compared with 18 in the previous year.

10. *Training of teachers.*—The David Hare Training College, which was opened in July 1908, experienced many difficulties as regards sufficiency of staff and accommodation, but these difficulties have been surmounted to some extent by the zeal of the Principal, Mr. Griffith. It is regrettable that no students, other than teachers in Government schools, have yet joined to undergo a course of training. The Patna Training College was started for Bihari students in October 1908 on modest and experimental lines. The Lieutenant-Governor admits that the interests of the teachers in the Bihar districts cannot be adequately met by a single institution in Calcutta; but the provision of funds for the complete equipment of two training colleges in the Province is a serious demand upon the resources of Government. The vernacular training schools, of which there are nine in the Province, have suffered from the lack of competent instructors and of accommodation. These difficulties, especially the former, are such as only time can remedy.

The Guru training schools form the lever by which in time the whole fabric of primary education may be raised; and considerable expenditure was incurred during the year on these schools. Out of 191 of such schools to be constructed, 54 have been completed; 50 have not yet been commenced, and the construction of the remainder is going on. At the end of the year there were 3,190 gurus under instruction, and 741 of these obtained certificates of competence after a two years' course. The efforts of Government, however, in the direction of improving the quality of teachers for primary schools seemed destined to be frustrated to some extent by the fact that many gurus after their period of nstruction do not return to their duties as teachers.

11. *Physical and moral training.*—The hostel system is gradually advancing. The Engineering Institutions at Sibpur and Bankipore are now entirely residential. The Calcutta mess scheme continues to make large demands on Government. As regards schools the same success has not been achieved as in the case of colleges. It is true that board and lodging are furnished, but in many cases under conditions which are unsatisfactory and which do not promote discipline. During the year the Government of India approved in principle the grant of free quarters to teachers attached to hostels of schools. In connection with physical training in schools and colleges, His Honour has learnt with regret that, while there is much for congratulation, yet there is a tendency to professionalism, especially in connection with foot-ball and an unhealthy emulation which shows a lack of the true spirit of sportsmanship. His Honour trusts that the department will use every endeavour to check these undesirable tendencies. As regards discipline in the best sense of the word, it has still to be learnt in many schools. As Mr. James expresses it, there is an acquiescent discipline; that is to say, there is not an active revolt from

discipline. But there is not so much as there ought to be of respect for constituted authority and of the true spirit of active co-operation with authority.

12. *General.*—Of education in the Province during the period under review, it may be said that it has been marked by numerous efforts after progress which have been hampered by the want of money; and for the future it may be said that while collegiate education has demanded in the past, and is likely to demand in the future, a large share of Government resources, nevertheless such education is a superstructure upon weak foundations wherever the education of character and the enforcement of discipline are not binding elements in the secondary schools. His Honour is in full accord with Mr. James's view that there has been of necessity much which might be characterised as mere expansion, and that in the future the aim should be to extend only so far as the occupation can be made effective, especially as finance is the dominant factor in the situation. His Honour has perused with pleasure Mr. James's acknowledgment of the assistance and active sympathy which the Education Department has received from executive and judicial officers throughout the Province. To Mr. Küchler, who was in charge of the department for almost the entire period of the year under review, His Honour expresses his thanks for his careful and zealous administration of the Department, and he acknowledges the assistance given by the Assistant Director, Mr. J. R. Cunningham. His Honour also expresses his thanks to Mr. James for his full and suggestive report.

By order of the Lieutenant-Governor of Bengal,

J. G. CUMMING,

Secretary to the Govt. of Bengal.

No. 4901.

COPY forwarded to the Director of Public Instruction, Bengal, for information. He is now authorized to publish his report.

Circular No. 40.

COPY forwarded to all Commissioners of Divisions for information.

No. 4902.

COPY forwarded to the Municipal Department of this Government for information.

By order of the Lieutenant-Governor of Bengal,

J. A. L. SWAN,

Under-Secy. to the Govt. of Bengal.

CALCUTTA,
The 28th December 1909.

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